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ABSTRACT

The activities of the New England Multifunctional Resource Center for Language and Culture in Education (MRC) are reported for October 1, 1992 through July 31, 1993. The MRC is a federally funded program of training and technical assistance for educators of limited-English-proficient (LEP) students in the New England area. A consortium of Brown University (Rhode Island), the University of Hartford (Connecticut), University of Southern Maine, and University of Massachusetts, the MRC conducted 303 workshops, 1,200 consultations with individuals and teams, and 745 other activities such as advisory board participation and symposia. It also co-sponsored numerous conferences, institutes, professional development seminars, and regional workshops in cooperation with local and state education agencies and other public and private agencies. These activities addressed both general and special interests, including the needs of Native Americans, superintendents, principals, and teachers and the integration of educational technology into classroom instruction. A special project gathered information on bilingual education program administration. The annual report details these and other efforts, and includes evaluation data from service recipients, staff, and project personnel. (MSE)

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ED 368 160

ANNUAL PERFORMANCE REPORT

NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER FOR LANGUAGE AND CULTURE IN EDUCATION BROWN UNIVERSITY

OCTOBER, 1993

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER
FOR
LANGUAGE AND CULTURE IN EDUCATION

Dr. Adeline Becker, Director

A Consortium of:

Brown University
University of Hartford
University of Massachusetts
University of Southern Maine

ANNUAL PERFORMANCE REPORT

NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER FOR LANGUAGE AND CULTURE IN EDUCATION BROWN UNIVERSITY

OCTOBER, 1993

NEW ENGLAND MRC, *144 Wayland Avenue, Providence, RI 02906-4384 (401) 274-9548*
***FAX#** (401) 421-7650*

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I. EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

From October 1, 1992 through July 31, 1993, the New England Multifunctional Resource Center for Language and Culture in Education at Brown University has been actively engaged in the design and implementation of exemplary training services for educators of LEP students throughout the New England area.

Within that ten-month frame, over 2,500 separate training activities were provided to bilingual, ESL and mainstream teachers as well as to parents, and community members. These diverse services have taken a variety of forms, including 303 workshops involving over 1,000 clients, 1,200 consultations with over 1,700 individuals, and 745 other related activities such as advisory board participation and symposia events which involved close to 900 additional clients.

Supplementing the wide variety of training and technical assistance services described above, the MRC also co-sponsored numerous conferences, institutes, professional development seminars, and regional workshops with LEAs, SEAs, IHEs and other agencies, i.e. International Institute and The Center for Public Service. These co-sponsored functions included a tri-state Native-American conference, four week-long ESL institutes, one three-day New England Superintendents' Summer Institute, four quarterly SEA meetings, four Superintendents' Advisory Council sessions, a Title VII Regional Directors' Workshop, a state-wide Principals' Congress, ten Professional Development Seminars , one Interactive ESL TV course, six university-based courses, and six special conference co-sponsorships.

MRC staff also made presentations at eight statewide conferences, three regional conferences, seven national conferences, and two international conferences. The MRC continues to participate in numerous statewide advisory committees, e.g. Rhode Island LEP Advisory Council, Massachusetts Bilingual Education Advisory Panel, The Commissioner's Task Force for Bilingual Education in Connecticut, and State Civil and Language Rights Commissions in Maine and New Hampshire. The staff also serves on numerous planning boards and program review committees which comprise nearly thirty other training related commitments. Cooperative activities initiated by the

MRC involve the EAC, NCBE, DAC, SEAs, IHEs and LEAs in a wide range of regional offerings.

The New England MRC's unique grass-roots consortium of Brown University, the University of Hartford, the University of Southern Maine and the University of Massachusetts facilitates the close working relationship that characterizes all interaction between the MRC and the six regional SEAs. This collaborative model contributes to the quality and quantity of coordinated services such as the MRC staff's participation on state steering committees, needs assessment overviews, monitoring teams, technical assistance sessions, curriculum development meetings and special task forces. This close cooperative arrangement is also exemplified by SEA participation in MRC quarterly meetings, service delivery planning and evaluation reviews. The fruits of these collaborative efforts are the extensive array of innovative superintendent, principal, teacher and parent training activities which characterize the MRC's services.

The integration of its Special Information Gathering area, Bilingual Program Administration into the MRC's framework of service delivery has been particularly productive. Superintendents, principals, central administrators, bilingual program directors and SEA staff have all received ongoing training especially targeted to their LEP administrative responsibilities. Over these ten months, information on Bilingual Program Administration has been collected for dissemination to other MRCs. Similarly, the INNOVATOR, a publication of the New England Superintendents' Leadership Council that contains collections of recommended LEP program strategies, has been shared with local administrators and other MRCs. These activities complement other forms of technical assistance in the area of LEP Program Administration which are routinely provided by the New England MRC staff to regional educators and national MRC personnel.

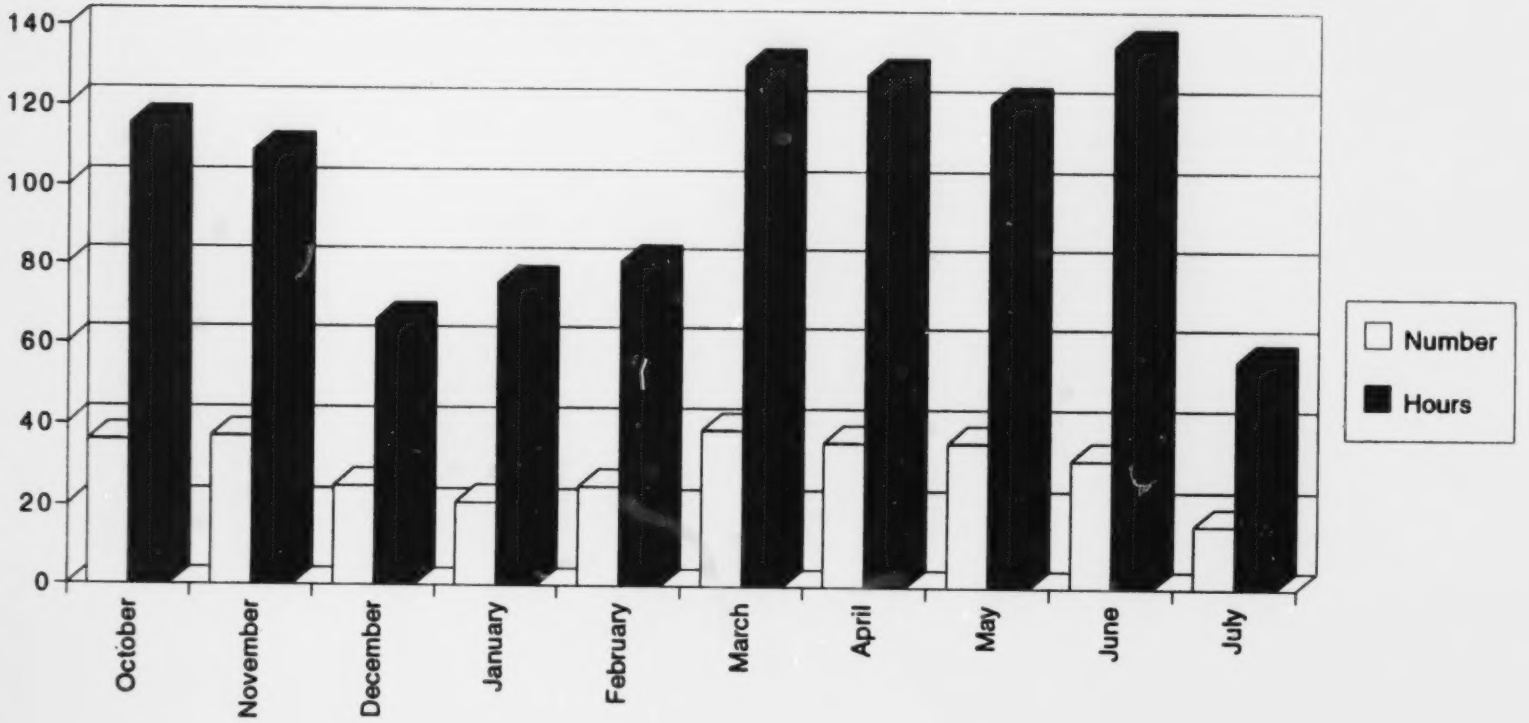
Due to limited funds, the MRC was able to participate in only one staff exchange with MRC-5. This exchange focused on superintendents' training. Three other exchanges are planned for Year II. In fact, four MRC Directors and representative superintendents participated in the 1993 New England Superintendents' Summer Institute. MRC staff also conducted sessions on Bilingual Program Administration at the MRC Training of Trainers meeting organized by MRCs 2 and 3. These activities

further highlight the New England MRC's contribution to the sharing of ideas among Centers.

The New England Superintendents' Leadership Council, A Consortium for Educating Language Minority Students, is one of the most challenging and exciting initiatives of the New England MRC. Through the MRC's efforts, the New England Superintendents' Leadership Council now involves over 125 regional superintendents in discussions and long-term training on strategies for improving LEP education. Superintendents conduct bi-monthly workshops and meetings in each state and participate in the annual summer institutes. The 1993 Superintendents' Summer Institute was characterized by expert presentations, intensive small group sessions, and demonstrations conducted by superintendents for their colleagues. The participation of the Commissioners of Education from five of the six New England states attests to the value of the Superintendents' Leadership Council not only as an important regional resource, but as an invaluable opportunity to meet and share experiences and expertise. The Superintendents' Advisory Board meets every September, January, April and June to facilitate long-term regional planning. The SEAs also participate in these comprehensive sessions.

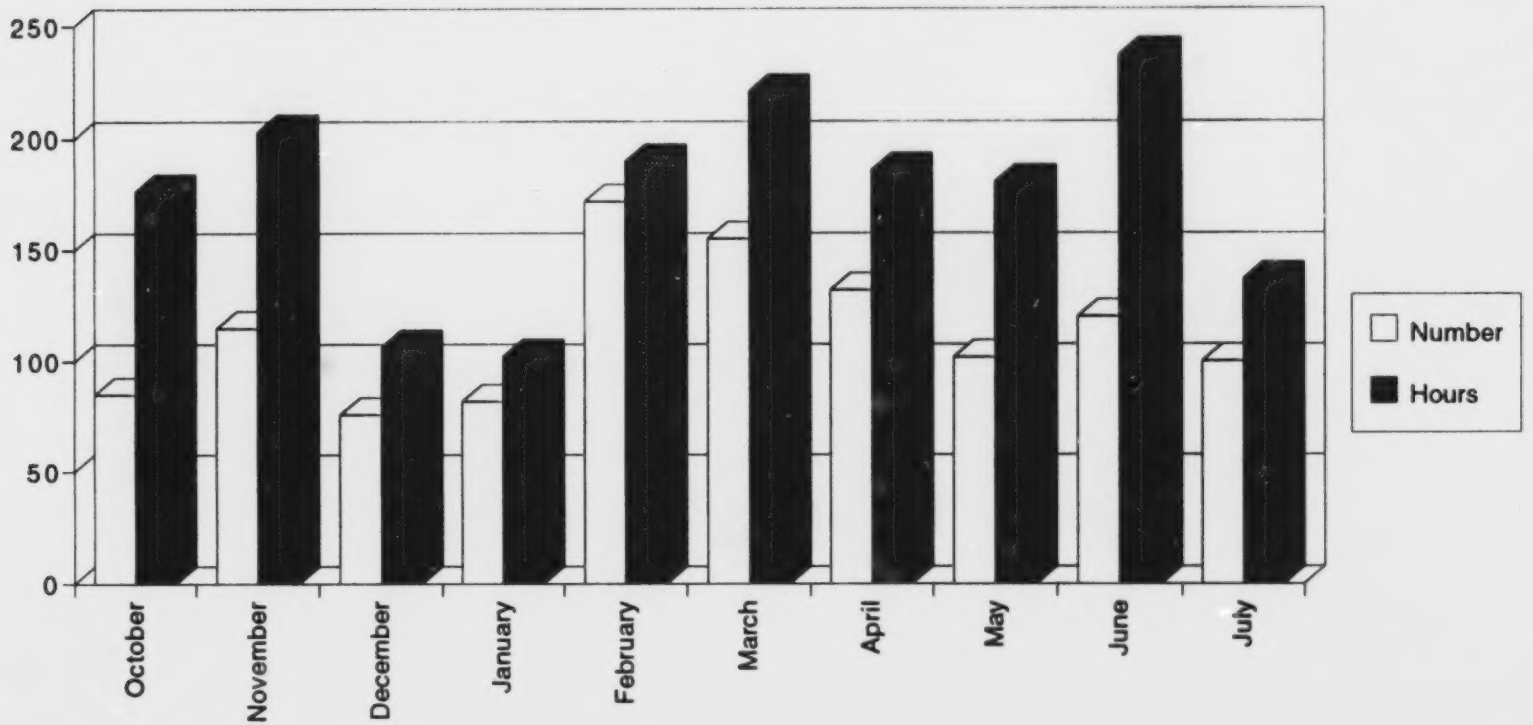
The Annual Performance Report which follows, documents in a more detailed fashion the accomplishments of the New England MRC briefly summarized above. The report incorporates both formal and informal responses from MRC service recipients as well as direct observations by MRC staff, interviews with key project personnel, compilations of workshop/technical assistance data, monthly reports and ongoing evaluation reviews. The contents of the report are routinely shared with the six New England SEAs.

TYPE OF ACTIVITY: TRAINING



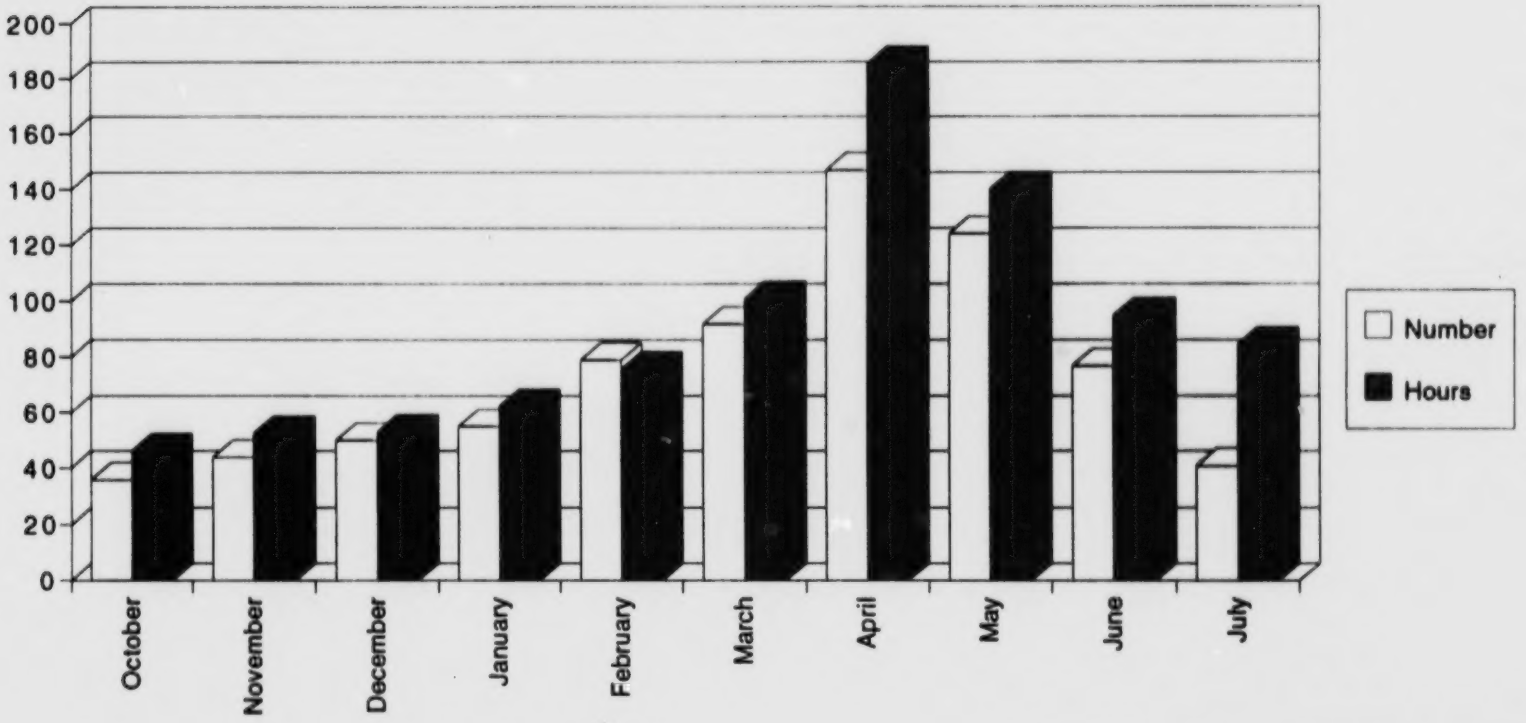
Subtotal: October - July
Training Activities - 303
Hours - 1019.3

TYPE OF ACTIVITY: TECHNICAL ASSISTANCE



Subtotal: October - July
Tech. Assis. Activities - 1139
Hours - 1740.5

TYPE OF ACTIVITY: OTHER



Subtotal: October - July
Other Types of Activities - 745
Hours - 896.45

II. MAJOR ACTIVITIES

Summary of Activities

During the 1992-93 contract year, the MRC continued its delivery of a wide range of workshops and technical assistance offerings designed to improve the quality of LEP education in the region. Efforts to promote effective instructions are reflected in the diverse activities that characterize the MRC's annual service delivery. While second language methodology, whole language approaches to literacy, integration of language and content instruction (sheltered instruction), cooperative learning, multiculturalism, and program/curriculum development continue to constitute a large portion of the MRC's training and technical assistance activities, topics ranging from parent/community involvement and early childhood education to bilingual special needs are also prevalent.

The MRC is well known for its careful needs assessment and its tailoring of training to meet the expressed and observed needs of the participants. Attached is one version of a questionnaire, typical of those used to learn about workshop participants.

During 1992-93 there were some changes in emphasis in MRC training. These were the result of trends in the region and the result of previous MRC awareness activities. During the past year the MRC reached more administrators through a greater number of activities which were organized to meet administrators' training needs. This increase has come about in large part due to the success and influence of the New England Superintendents' Leadership Council. Through needs assessment activities with the Superintendents, the MRC was able to accurately target administrator needs.

Numerous activities for administrators were provided to LEAs at the request of their Superintendents. Principals were invited to statewide events, such as the MRC's Rhode Island Principals' Congress. Several on-site follow-ups were held after these key events.

It is apparent that participation by administrators is greater when the events are supported by their district superintendent. Other factors contributing to increased administrator participation in training on LEP issues are the MRC's proactive training response to changing demographics of New England, where new populations require administrators to seek information needed to rethink or modify program models. Changes in educational policy, such as the Massachusetts Educational Reform Act, or the Regional Integration mandate in Connecticut also motivate administrators to request and participate in relevant MRC training activities. From October 1, 1992 to July 31, 1993 attendance by administrators at MRC activities totaled over 6,500. This figure reflects the fact that many administrators have taken the initiative and participate in several different activities and series.

A sampling of the many MRC sponsored and co-sponsored activities for administrators include the events listed below. A small sampling of conference agendas follow the listing. The agendas further demonstrate that most of the MRC's activities for administrators are coordinated and co-sponsored with the SEAs, LEAs, other Federally funded projects and with the New England Superintendents Leadership Council.

A sampling of MRC Activities targeted for Administrators

•Annual New England Summer Institute for Superintendents

•Regional Title VII Directors' Workshop:

•Annual Rhode Island Principals' Leadership Congress on Language Minority Issues

•Providence Principals' Leadership Conferences on Language Minority Issues

• Effective Schooling for Low Incidence Language Minority Populations (4 sessions for Massachusetts TBE directors)

•Connecticut Conference for Principals and Directors on the Management of Programs for LEP Students

•Leadership Seminar for Rhode Island Administrator teams

•LEP Service Delivery through Consortium Service Design (Kennebunk, ME.)

•Qualitative Program Evaluation (co-sponsored at Brown with EAC East)

•Leadership Amidst Diversity (Haverhill, MA, administrators)

•Creating Integrated Sheltered Programs for Low incidence LEP Students (Brattleboro, VT. administrators)

•Developing Resources to Serve LEP Students Through a Consortium Model (Burlington, VT and surrounding towns)

•Workshop for Connecticut Superintendents on Language Minority Issues in Regional Integration plans

•Serving LEP Students in the Mainstream: program models (Manchester, NH)

•Multicultural Communication with Families and Community West Hartford, CT

•New England Superintendents' Leadership Academy for Teachers (and administrative teams)

In addition to the many training activities provided to administrators in the region, the MRC provides ongoing technical assistance to administrators. This technical assistance takes many forms. Technical assistance may consist of providing research and information needed by individual administrators and groups; facilitating and serving on administrator task forces, boards, and councils; making recommendations for program change, supported by training.

Recipients of MRC technical assistance are the six New England SEAs, Superintendents, Bilingual/LEP directors, principals and teachers. The MRC also provides technical assistance to Consortium member IHEs and to other IHEs in the region as well as to numerous other agencies. Between October 1, 1992 and July 31, 1993 the New England MRC provided over 1,800 hours of technical assistance to New England administrators.

The high participation rate in MRC activities is accompanied by an extremely positive evaluation response. This is attributable to both the high caliber of the MRC staff and the high degree of coordination and collaboration between the MRC and other agencies. Coordination with SEAs, LEAs, the Superintendents' Council and a host of other agencies and organizations assure the broad support and thorough needs assessment which are necessary for client participation and satisfaction. Following is a partial listing of agencies with whom the MRC has co-sponsored activities and to whom the MRC has provided technical assistance.

- Providence Superintendent's Hispanic advisory Council
- Center for Public Service
- New Hampshire Bilingual/ESL Resource Center
- Haitian Studies Association
- Gaston Institute, U. MA
- Maine Indian Education Steering Committee
- Southeast Asian Development Corporation
- University of Hartford
- New England Desegregation Assistance Center
- Providence Portfolio Evaluation of Teachers Project

- Providence College
- Center for Race and Ethnicity
- Center for Public Service
- New Hampshire Bilingual/ESL Resource Center
- Haitian Studies Association
- International Institute
- Project Mainstream
- CABBE ConnTESOL
- MABE
- Notre Dame College
- University of Rhode Island
- University of Connecticut
- Community College of Rhode Island
- Boston University
- Bridgewater State University
- Boston Community College
- RI Heritage Committee
- RI Council for the Arts
- Six New England SEAs
- University of Vermont

Partners of the Americas

- Gilbert Stuart International Magnet Program
- Brown Foxpoint Multicultural preschool
- Boston Public schools Title VII Office
- Northern New England TESOL
- University of Hartford
- EAC
- Project CARES
- Project Praise
- University of Maine/Southern Maine
- University of Massachusetts
- University of Lowell
- Chapter I Regional TAC
- National Diffusion Network
- Northeast Laboratory
- Indian Task Force
- University of Vermont
- SABES World Education Inc.
- Project CARES, Brown University
- Southeastern Massachusetts University
- Lesley College
- Portuguese Consulate
- National Coallition of Advocates for Students
- State Bilingual;/LEP Directors' Associations

- National Conference of Christians and Jews
- Keene State College
- Roxbury Community College
- NCBE
- Rhode Island College
- Boston Community Vocational Education Center
- New England Principal's Association
- Massachusetts Chapter One
- University of Maine
- Project Workplace
- CT Bilingual Vocational Training
- RI Early childhood & Assessment task forces
- MA. Bilingual Education Advisory Council Testing task force
- Providence College
- State Superintendent's Association
- National Governor's Association
- SEA Title IV Projects
- Adult Basic Education Centers
- New England Superintendent's Association
- Rhode Island Principal's Academy
- Franco-American Advisory Board
- RI Coalition of Schools
- Maine Indian Education Steering Committee
- Southeast Asian Development Corporation
- TESOL K-12 Task Force
- Rhode Island Reading Association
- Mass Migrant Education
- Center for Language and Cognition

The MRC co-sponsored numerous state and regional conferences during the contract year and MRC staff made guest presentations at many conferences sponsored by other agencies. Co-sponsored conferences during the contract year (in addition to the conferences for administrators already described above) included:

MRC Co-sponsored Conferences

- Eleventh Annual Wabenaki Education Conference: Maine 2,000 and the Challenges for Indian Education

- Maine's Annual ESL and Multicultural Education Conference: Into the Mainstream: Empowering the Multilingual School Community

- Annual ConnTESOL Conference

- Annual CABBE Fall Conference: Promoting the Growth of the Language Minority Special Education Student

- 1993 MABE Annual Conference : Flourishing in Collaboration Perishing in Isolation

- Two Way Bilingual Conference, Framingham, MA.

MRC staff made presentations at many regional conferences sponsored by other organizations. These included:

Presentations at Regional Conferences

- Massachusetts Chapter I State Conference

- Hartford's 16th Annual Bilingual Education Conference Portuguese Womens' Conference, Bristol RI

- Northern New England TESOL

- TAWL(Teachers Applying Whole Language) Conference

- Symposium for Puerto Rican Immigration

- Racism in the Schools

- University of Maine's 1st Annual ESL Conference

MRC staff made presentations at National conferences including: NABE, TESOL and IRA.

Courses taught at the consortium IHEs and at other IHEs by the MRC and taught by MRC included:

Brown University
Language Culture and Society
Curriculum and Language Theory

University of Massachusetts
Sociocultural Foundations of Education

University of Hartford
Cultures of the Caribbean

Providence College
Educating Culturally and Linguistically Diverse Students in Public Schools
Diversity in the Classroom

MRC staff also made guest presentations for courses at the following IHEs:

Notre Dame College, University of Maine, University of Hartford, Providence College, Brown University, Boston University, Pace College, Rhode Island College, and others. The MRC co-sponsored a number of courses and institutes in the region during 1992-93. For many of these offerings participants variously received graduated credit, CEUs or inservice credit.

MRC Courses and Institutes

Teachers as Writers, New Hampshire

Instrumental Enrichment, Rhode Island

Literacy Across the Curriculum, Rhode Island

Superintendents Leadership Academy for Teachers, Rhode Island

Training of Trainers Cooperative Learning, Norwalk, CT

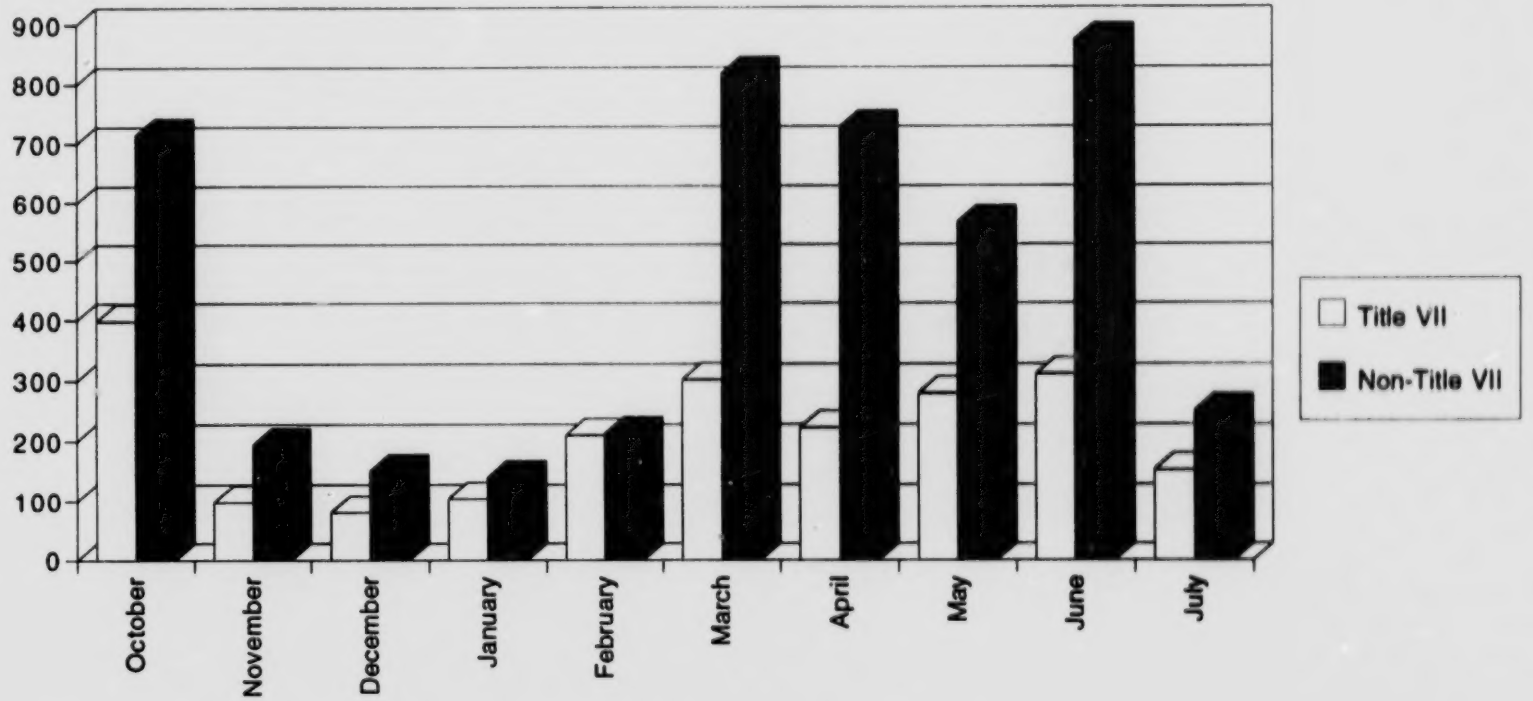
NEW ENGLAND MRC - MONTHLY ACTIVITY LOG

Year__1992-93_____

1 - Teachers / Specialists
2 - Proj. Dir./ Administrators
3 - Parents / Paraprofess.
4- Students / Others
> Clients

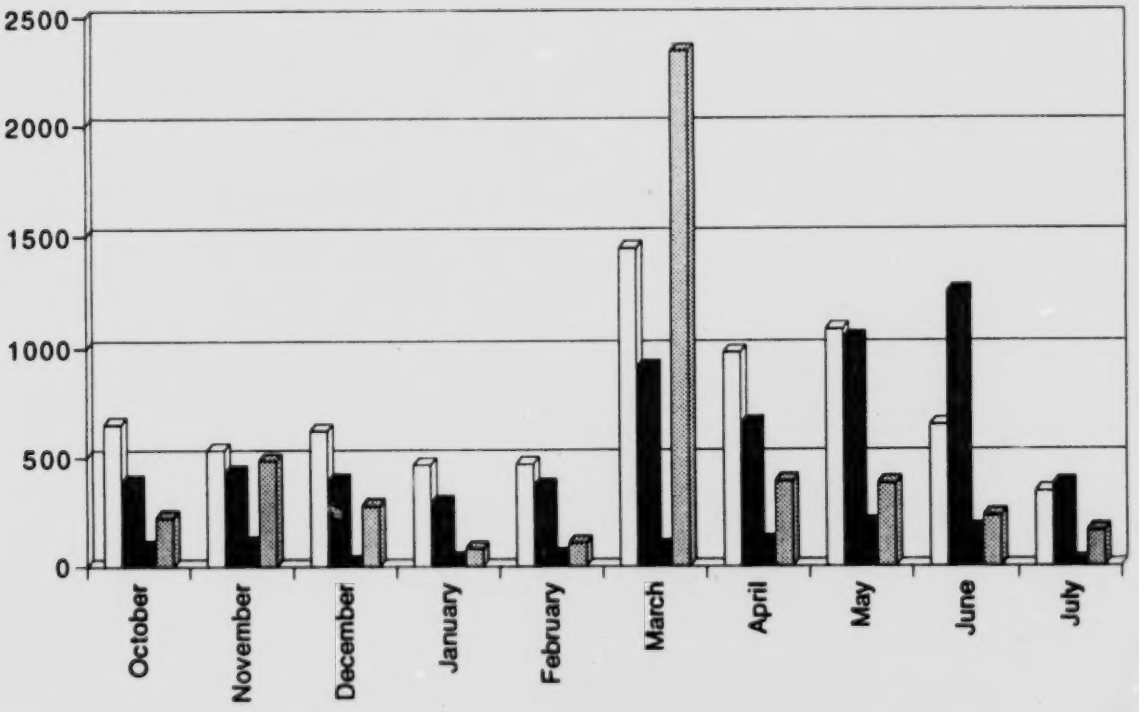
DATE		TYPE OF ACTIVITY Training / Tech. Assist. / Other							NUMBER OF CLIENTS (by Type)				PROGRAMS This? / Non	
		Num.	Hrs.	Num.	Hrs.	Num.	Hrs.		1	2	3	4		
Oct	TOTALS	36	115.5	85	176.75	36	46.25		651	386	88	226	398	715
Nov	TOTALS	37	109	115	203.1	44	52.45		534	432	109	486	98	195
Dec	TOTALS	25	66	76	106.5	50	53		621	392	18	278	81	151
Jan	TOTALS	21	75.5	82	102.4	55	62.5		465	293	33	82	104	140
Feb	TOTALS	25	81	172	190	79	76		469	370	51	109	210	213
Mar	TOTALS	39	130.5	155	221	92	100.75		1446	912	93	2344	302	817
Apr	TOTALS	36	128.25	132	185.95	147	185.55		979	653	113	388	223	728
May	TOTALS	36	121.25	102	180.75	124	140.25		1084	1046	194	380	279	566
Jun	TOTALS	32	136.75	120	237.05	77	95		646	1264	167	231	311	874
Jul	TOTALS	16	66.5	100	137	41	84.7		340	375	17	163	153	250
Cumulative		303	1019.3	1139	1740.5	748	896.45		7235	6115	883	4688	2159	4649

PROGRAMS SERVED



Subtotal: October - July
Title VII Programs - 2159
Non-Title VII Programs - 4649

NUMBER OF CLIENTS (by type)



Subtotals: October-July
Teachers - 7235
Proj. Dir. - 6115
Parents - 883
Students - 4688

NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER
FOR
LANGUAGE AND CULTURE IN EDUCATION

Dr. Adeline Becker, Director

A Consortium of:

Brown University
University of Hartford
University of Massachusetts
University of Southern Maine

Name_____Grade(s) you teach_____

School_____

# of limited English proficient students in your school_____

1. Describe or name the language(s) and/or culturally diverse background of LEP students in your school/classroom.

2. What kind of programs currently serve the LEP students in your school? Explain.

3. Do you have previous training in the area of serving students with language needs?

4. What are some of the concerns you have about having LEP students finding success in your classroom? What supports do you think they and you will need?

5. What areas do you feel you would like some help in at our upcoming workshop?

Other comments:

developed by Francine Colignon

NEW ENGLAND MRC, *144 Wayland Avenue, Providence, RI 02906-4384 (401) 274-9548*
FAX # (401) 421-7650

NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER
FOR
LANGUAGE AND CULTURE IN EDUCATION

A Consortium of:

Brown University
University of Hartford
University of Maine
University of Massachusetts

Dr. Adeline Becker, Director

Collaboration for Educational Change: Alliances and Directions for Language Minority Education

REGIONAL DIRECTORS' MEETING

Sturbridge, MA
November 5, 1992

9:30-11:15 - "Commons" Room

Greetings

Jane Yedlin, Assistant Director
New England Multifunctional Resource Center

Panel: New Partners in Collaborating for Change

Moderator: Catherine Walsh, New England Multifunctional Resource Center
Suzanne Lee, Boston Public Schools/ Boston Coalition for Educational Reform
Denise McKeon, National Clearinghouse for Bilingual Education/ TESOL Task force on K-12 Education
Mark LaCelle-Peterson, Evaluation Assistance Center East, George Washington University

Group Discussion

11:15-12:45 - "Commons" Room

Collaboration not Fragmentation: The Cambridge, Massachusetts Model

Mary Lou McGrath, Superintendent
Sandra Spooner, Assistant Superintendent for Curriculum and Instruction
Margarita Otero Alvarez, Principal Longfellow School
Lynn Stuart, Coordinator of Primary Education
Ellen Willard, Assistant Director Bureau of Pupil Services
Mary Cazabon, Coordinator of Bilingual Education
Leonore Preusser, Teacher-in Charge, Bilingual Education, Cambridge Rindge & Latin High School

12:45-1:45 Lunch - "Steamers" Restaurant

2:00-3:30 State Planning Meetings

NEW ENGLAND MRC, 144 Wayland Avenue, Providence, RI 02906-4384 (401) 274-9548
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Maine's 12th Annual English as a Second Language and Multicultural Education Conference

Featuring Keynote Speaker:

Dr. Peter Negroni, Superintendent
Springfield, Massachusetts

Into the Mainstream: Empowering the Multilingual School Community

Friday, October 9, 1992
8:00 a.m. to 3:45 p.m.

The Atrium
Brunswick, Maine

Sponsored by:

Maine Department of Education
New England Multifunctional Resource Center
The Network/New England Center for Equity Assistance

The Commonwealth of Massachusetts

Bureau of Equity and Language Services
Department of Education

New England Multifunctional Resource Center
University of Massachusetts/Boston

EFFECTIVE SCHOOLING FOR LOW INCIDENCE LANGUAGE MINORITY POPULATIONS
Sturbridge Host Hotel
March 15, 1993

AGENDA

SESSION ONE: MODELS & APPROACHES
9:00am - 2:30pm

9:00-9:30 Introductions and Goals of the Two Sessions
and
Overview of State and Federal Requirements
Dr. Catherine Walsh, Coord. -NEMRC-U.Mass/Boston

9:30-12:00 Designing Service Options for Low Incidence Populations
-"Bottomline" Components of Effective Services/ Programs
- On-Site Planning: Designing/Critiquing an Assessment Plan
Mr. Robert Parker, Resource Specialist- NEMRC

12:00 - 1:00 LUNCH

1:00-2:15 Local Models and Approaches for Addressing the Needs of Low Incidence Populations:
Amherst - Ms. Deborah Zacarian
Framingham- Ms. Virginia Toner
Springfield - Mr. David Groesbeck
Mr. Robert Parker, Respondent

2:15-2:30 Closure - Dr. Georgette Gonsalves, Sessions Coordinator

FRIDAY, JUNE 25

7:30 **STATE BREAKFAST MEETINGS:**
Connecticut:
Superintendent James Connelly / Myrella Lara, SEA
Maine:
Superintendent J. Brian Smith / Barney Bérubé, SEA
Massachusetts:
Superintendent John Correiro / Superintendent Peter Negroni / Gilman Hébert, SEA
New Hampshire:
Superintendent Henry LaBranche / Robert Fournier, SEA
Rhode Island:
Superintendent John DeGoes / Virginia daMota, SEA
Vermont:
Superintendent Paul Danyow / Jerry Robinson, SEA

9:00 **Scott Harshbarger**, Attorney General, Commonwealth of Massachusetts
Strategies for Building Constructive Diversity in our Communities

10:00 *Models for Community Change*
Moderator: Reinaldo Rivera,
New England Center for Equity Assistance
Dr. Norma Boujouen,
Hispanic Health Council, Hartford, CT
Leanna Arroyo,
Bridgeport, CT Youth Council
Honorable Jeremiah S. Jeremiah, Jr.,
Chief Judge of the RI Family Court
Soneprasith Phrommavanh,
Socio-Economic Development Center for Southeast Asians of Rhode Island

11:30 - 12:00 **Wrap-Up**
Phil Zarlengo,
Rhode Island Department of Education

Co-Sponsored by:

The New England Multifunctional Resource Center for Language and Culture in Education
Brown University

The Six New England State Departments of Education

The New England Superintendents' Leadership Council

Project CARES
Brown University

For Information about :

The New England Superintendents' Leadership Council
and
Project CARES

Contact:

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The Fifth Annual

New England Superintendents'

Summer Institute

June 23 - June 25, 1993
Newport Harbor Hotel
Newport, RI

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WEDNESDAY, JUNE 23

2:00 - 5:00 **REGISTRATION**

3:00 **ORIENTATION: Out-of-Region Participants**
Superintendent James Connelly, Bridgeport, CT
Dr. Adeline Becker, Director, New England MRC, Brown University

4:00 **ORIENTATION: New Members of the Council**
Superintendent John Correiro, Fall River, MA
Bob Parker, Coordinator, Project CARES

5:00 **RECEPTION**

6:00 **PROGRAM OVERVIEW**
Superintendent Paul Danyow, Burlington, VT

1993 LEADERSHIP AWARD
Recipient: Dr. Thomas Edwards, Superintendent, Portland, ME

6:30 **Commissioner Peter McWalters,** Rhode Island Department of Education
The State's Role in Integrating the LEP Agenda into Major Educational Reform Initiatives

7:30 **DINNER**

THURSDAY, JUNE 24

8:00 **COFFEE**

8:30 **INTRODUCTIONS**

GREETINGS:
Gilbert N. García, Acting Deputy Director, Acting Director, Division for Research & Evaluation
U.S. Office of Education, OBEMLA

9:00 **STATE COMMISSIONERS FORUM:**
The Impact of Restructuring on LEP Populations
Commissioner Robert Antonucci, Massachusetts Department of Education
Commissioner Vincent Ferrandino, Connecticut Department of Education
Commissioner Charles Marston New Hampshire Department of Education
Commissioner Leo Martin, Maine Department of Education
Commissioner Peter McWalters, Rhode Island Department of Education

10:30 **BREAK**

10:45 **Dr. Gordon Cawelti,** Executive Director, Alliance for Curriculum Reform
Equity, Diversity, and Models for Change: Taking a Leadership Role

11:30 **FOCUS GROUPS on LEADERSHIP and EQUITY**
I-High Incidence Populations in Urban Areas

II-Low Incidence Populations in Urban Areas

III-Emerging Populations in Suburban Areas

IV-Low Incidence Populations in Rural Areas

1:00 **LUNCH**

2:00 **FOCUS GROUP REPORTS**

2:30 *Equity and Assessment: the Challenge of Diversity*
Ray Fields, Assistant Director for Policy & Research, National Assessment Governing Board, NAEP
Mark Lacelle-Peterson, Evaluation Assistance Center East
Superintendent J. Brian Smith, Maine Indian Education
Superintendent James Connelly, Bridgeport, CT
Virginia daMota, RI State Department of Education

4:00-5:00 *I- Engaging Parents in the Education of Language Minority Students*
Superintendent John DeGoes, East Providence, RI

II- Technology and the LEP Student
Superintendent Eugene Ross, Manchester, NH
Christina Nelson, Computer Trainer, Manchester, NH

III- How Many LEPs Do We Really Have: Reconciling Discrepancies
Dr. Barney Bérubé, Maine State Department of Education

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NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER
FOR
LANGUAGE AND CULTURE IN EDUCATION

Dr. Addison Stokes, Director

FIRST ANNUAL RHODE ISLAND PRINCIPALS' LEADERSHIP CONGRESS ON EDUCATING LANGUAGE MINORITY STUDENTS

[illegible]5, 1993 — Sheraton Tara Airport Hotel Warwick

AGENDA

[illegible]:3 **Coffee and Registration**

:00 **Welcome and Opening Remarks-Newport Room**

Peter McWalters, Rhode Island Commissioner of Education

:3 **Concurrent Panel Discussions**

ELEMENTARY SCHOOL PANEL-Grand Ballroom I

- Tomás Z. Miranda, Principal
  Silvermine School, Norwalk Connecticut
- Judy Rizzo, Principal
  Bailey School, Lowell, MA.
- Peter Dittami, Principal,
  Barbieri School, Framingham, MA.

MIDDLE AND SECONDARY SCHOOL PANEL-Executive Board Room I

- Milli Blackman, Director
  Harvard Principals' Center, Cambridge, MA.
- Ernest Van B. Seasholes, Principal
  Newton High School South, Newton, MA.
- Bruce Schnur, Principal
  Liberty High School, New York City

NEW ENGLAND MRC, 144 Wayland Avenue, Providence, RI 02906-4394 (401) 274-9548
FAX # (401) 421-7650

5:45 **Dinner-Grand Ballroom II**

6:30 **Keynote Address**
Peter Negroni, Superintendent , Springfield, MA.

7:30 **Discussion Groups**

One:	School Leadership Amidst Diversity Grand Ballroom I
Two:	Parental and Family Involvement Waterford Room
Three:	Meeting the Academic Needs of Limited English Proficient Students Newport Room North
Four:	Serving Newcomers to the School, the District, the State Newport Room South

8:30 **Goal-Setting-Grand Ballroom II**

Co-sponsored by:

- The New England Multifunctional Resource Center for Language and Culture in Education
- The Rhode Island Department of Education
- The New England Superintendents' Leadership Council; *A Consortium for Educating Language Minority Students*

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Connecticut State Department of Education
Division of Teaching and Learning
Bureau of Curriculum and Instructional Programs
Hartford

CONNECTICUT STATE DEPARTMENT OF EDUCATION
IN CONJUNCTION WITH THE
NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER
FOR LANGUAGE AND CULTURE IN EDUCATION*

Present

SECOND CONFERENCE FOR PRINCIPALS AND DIRECTORS ON THE MANAGEMENT OF PROGRAMS FOR LIMITED ENGLISH-PROFICIENT (LEP) STUDENTS

Theme: Building Effective Programs for LEP Students with Differing Learning Needs

Meriden Ramada Inn
March 26, 1993
8:30 a.m. to 2:30 p.m.

8:30 - 9:00	Registration Coffee and pastry
9:00 - 9:30	Welcome, Introductions
9:30 - 11:00	Principals of Diversity: Change Agents in the Building of Effective Programs in a Culturally Diverse Community Margarita Otero Alvarez, Principal Longfellow School, Cambridge, MA
11:00 - 11:15	Break
11:15 - 12:15	Roundtable Discussions
12:15 - 1:15	Luncheon
1:15 - 2:00	Roundtable Discussions
2:00 - 2:30	Wrap-up, Assessment, Comments Recommendations for next conference Refreshments

* A consortium of Brown University, University of Hartford, University of Maine, University of Massachusetts

The Program

23nd Annual

Conference

April 3, 1993

Ramada Inn

Meriden, Connecticut

Co-Sponsored by the

New England Multifunctional

Resource Center

In cooperation

with Connecticut

State Department

of Education

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UNIVERSITY OF MASSACHUSETTS

Consortium of:
Brown University
University of Hartford
University of Massachusetts
University of Vermont

New England
Multifunctional Resource Center
For Language and Culture in Education

PROVIDENCE PUBLIC SCHOOLS/HISPANIC ADVISORY COUNCIL

ON BILINGUAL EDUCATION: RESEARCH & MODELS

AGENDA

12 April 1993

I. A Review of Research

II. The Role of Compliance

III. Program Design - Considerations

IV. Program Models

V. Successful Programs:
Characteristics & Components

VI. "Creating a Climate Supportive of Diversity":
From California to Rhode Island

DR. GEORGETTE E. GONSALVES
NEMRC/BOSTON

BROWN UNIVERSITY

PROJECT PRAISE
Partnership Reaching Administrators in School Environments

eline Becker
ecutive Director

ria Pacheco
ject Coordinator/
Adj. Assist. Professor

Teaching English as a Second Language to Students from Low-literacy Backgrounds

Else V. Hamayan
Illinois Resource Center
1855 Mt. Prospect Rd.
Des Plaines, Illinois 60018

April 23, 1993

I. General issues in second language acquisition

- A. Types of bilingualism
- B. Types of language proficiency
- C. Factors that contribute to acquisition

II. Characteristics of low-literacy students

III. How low-literacy students approach literacy in school

- A. Familiarity with functions of literacy
- B. Familiarity with forms and types of literacy
- C. Control over the meaning of written language

IV. Problems with traditional approaches to develop literacy

- A. Failure to understand the function of literacy
- B. Literacy is forced to emerge in unnatural ways
- C. Learning is abstract and not very meaningful
- D. Literacy is forced in contexts that are not culture bound
- E. Literacy is reduced to a boring chore

V. Instructional strategies for literacy development

- A. Creating a literacy-rich environment
- B. Doing meaning-based activities
- C. Allowing literacy to emerge naturally
- D. Lowering the anxiety in ESL literacy development
- E. Motivating students to read and write
- F. Integrating structural and functional aspects of literacy
- G. Integrating content area instruction with literacy

Co-Sponsored by the New England Multifunctional Resource Center

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144 Wayland Avenue, Providence, Rhode Island 02906 Tel. (401) 274-9548 FAX (401) 421-7650

ELEVENTH ANNUAL WABENAKI EDUCATION CONFERENCE
"MAINE 2000 and the CHALLENGES FOR NATIVE EDUCATION"
MAY 7, 1993
SHIRETOWN ATRIUM HOULTON, MAINE

THE ARTISTS

1. Nikia Gabriel, Gr. 8, Indian Township School
2. Audrey Cochran, Gr. 11, Katahdin High School, Sherman Station
3. Joshua Vermette, Gr. 8, Indian Island School
4. Josh Frey, Gr. 8, Indian Township School

SPONSORS:

- Maine Department of Education
- Maine Indian Education
- New England Multifunctional Resource Center for Language & Culture in Education
- New England Center for Equity Assistance
- Houlton Band of Maliseet Indians

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NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER
FOR
LANGUAGE AND CULTURE IN EDUCATION

Dr. Adeline Becker, Director

A Consortium of:

Brown University
University of Hartford
University of Massachusetts
University of Southern Maine

AGENDA

JUNE 19, 1993

MASSACHUSETTS MIGRANT EDUCATION PROGRAM

TALBOT MIDDLE SCHOOL - FALL RIVER, MA

Maria F. Pacheco, Resource Specialist
New England MRC, Brown University

I. Introduction

Experiences with the literature: "The House on Mango Street"

II. What does multicultural literature do for our students?

III. How do we select what literature to use?

IV. How can we use it effectively?

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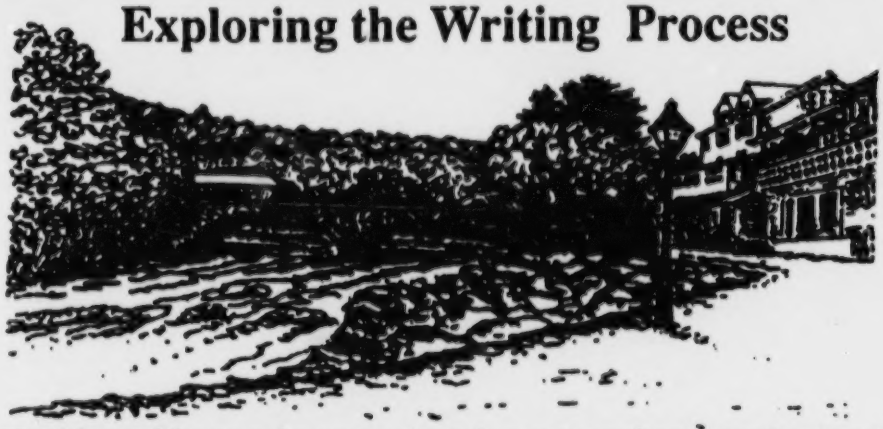
FAX # (401) 421-7650

Teachers and Learners as Writers:
Exploring the Writing Process



Would you like to take some time for personal and professional renewal and reinspiration at the end of a long school year ?

Come to

A Summer Retreat

June 27, 28, 29, 1993

sponsored by
The New Hampshire Department of Education
The New England Multifunctional Resource Center,
Brown University
and
SABES (System for Adult Basic Education Support)

NEW ENGLAND COLLEGE

New England College
Henniker, New Hampshire

A symposium for New Hampshire teachers of linguistically diverse students K-12; Adult ESL/Adult Basic Education; Secondary and Adult Vocational Education

Facilitated by

Teryl Lundquist, MRC,
University of Massachusetts, Boston
Loren McGrail,
SABES/World Education

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Superintendent's Advisory Council on Hispanic Youth

Report on Two-Day Retreat

Participants

Jaime Aguayo
Jorge Alvarez
Luis Aponte
Teolinda Britto
Francis Chapman
Mededith Costa
Maira Duran
Linda Filomeno
Teresa Garcia
Roberto Gonzalez
Charlene Heintz
Fran Mossberg
Vidal Perez
Tomas Ramirez
Jenny Rosario
Arthur Zarrella

Facilitators

Karl Squier
Georgette Gonsalves
New England MRC
Brown University

Whispering Pines Retreat Center
Alton Jones Campus
University of Rhode Island

June 12 & 13, 1993

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Providence Schools
OUR SCHOOLS OUR FUTURE

PRINCIPALS' LEADERSHIP INSTITUTE ON EDUCATING LANGUAGE MINORITY STUDENTS

Brown University Crystal Room
August 18th, 1993

8:30 - 9:00	Registration and Coffee
9:00 - 9:15	Welcome Dr. Arthur M. Zarrella, Superintendent of Schools
9:15 - 10:30	Keynote Dr. Protase Woodford "Responding to Changing America"
10:30 - 10:45	Break
10:45 - 12:45	Panel Presentation Bill Waxman, Past Principal Garfield School Revere, MA Peter Dittami, Principal Barbieri School Framingham, MA Pre Gladys Labas, Principal Maloney High School Meriden, CT Bruce Schnur, Principal Newcomer School Liberty High School New York City Moderator Charlene Heintz, Assistant Superintendent of Special Services
12:45 - 1:45	Lunch
1:45 - 2:45	John Corriero, Director, N.E. D.A.C. Former Superintendent Fall River

Cosponsored by

The New England Multifunctional Resource Center for Language and Culture
and
The New England Desegregation Assistance Center

Co-Sponsored by:

Project CARES
Cooperative Approaches to Responsive Education
for Superintendents
Brown University

The New England Superintendents' Leadership Council

The New England Multifunctional
Resource Center for Language and Culture in
Education
Brown University

Bridgeport, Connecticut Public Schools
Burlington, Vermont Public Schools
East Providence, Rhode Island Public Schools
Fall River, Massachusetts Public Schools
Springfield, Massachusetts Public Schools

For Information about :

The New England Superintendents'
Leadership Council
and
Project CARES

Contact:

Bob Parker or Nancy Levitt-Vieira
New England MRC / Brown University
144 Wayland Avenue
Providence, RI 02906

(401) 274-9548
FAX (401) 421-7650

The First Annual New England Superintendents' Leadership Academy for Teachers at Brown University

Promoting Cultural Diversity in the Classroom

April 1 - April 2, 1993
Crystal Room, Alumnae Hall
Brown University

Thursday, April 1

4:00 - 4:30 **Registration and Refreshments**

4:30 - 4:45 **Greetings and Introductions**

4:45 - 7:00 **Panel Discussion**
Superintendents Promoting School Change
Superintendent James Connelly, Bridgeport, CT
Superintendent John Correiro, Fall River, MA
Superintendent Paul Danyow, Burlington, VT
Superintendent John DeGoes, East Providence, RI
Superintendent Peter Negroni, Springfield, MA

Keynote
Catherine Walsh
New England MRC, University of Massachusetts
Current Issues in the Education of Language Minority Students

7:00 - 8:30 **Working Dinner**
Identifying Local Issues: A Candid Reassessment

Friday, April 2

8:30 - 9:00 **Continental Breakfast**

9:00 - 10:30 **Robert C. Parker**
Coordinator, Project CARES, Brown University
Behind Closed Doors: Successful Classroom Strategies for Teaching Language Minority Students

10:30 - 10:45 **Break**

10:45:12:00 **Panel Discussion**
Opening Doors: Exploring Models of Collaboration
Don Berkowitz, Principal, Windham, CT
Livramento Baptista, Parent Advisory Committee, East Providence, RI
Rosemarie Manson, Teacher, Providence, RI
Judy Rizzo, Principal, Lowell, MA
Jean Romano, Bilingual Director, Willimantic, CT

12:00 - 1:00 **Lunch**

1:00 - 3:30 **District Teams**
Developing an Action Plan: Assessment, Implementation and Follow-up

3:30 - 5:00 **Wrap-up**

NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER
FOR
LANGUAGE AND CULTURE IN EDUCATION

Dr. Adeline Becker, Director

A Consortium of:

Brown University
University of Hartford
University of Massachusetts
University of Southern Maine

"EXPLORING DIVERSITY: FINDING COMMON GROUND"

Bristol, CT
June 28, 1993

Presenters: Fran Collignon
Sue Goldstein

AGENDA

9:00	AM	Introduction
10:00		Language Development
10:30		Break (Materials on display)
10:45		Language (Continued)
11:15		Culture
12:00	PM	Lunch
1:00		Learning Environments
2:00		Materials
2:45		Wrap-up

GOALS

Participants will be able to

- address the diversity in their classrooms and discover unifying activities
- recognize various stages of language development among their students
- reflect on cultural considerations which influence their teaching and learning
- understand the importance of modifying instruction, take into account the language development of their students
- locate and adapt materials for content area instruction
- anticipate their return to school in the fall with confidence and enthusiasm

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FAX# (401) 421-7650

"You must believe that human beings can be changed. If you are really engaged emotionally as a human being, you will say, "I have to. I must help."

Feuerstein, 1991

REGISTRATION INFORMATION

This training is provided at no cost to participants by the New England MRC and Project PRAISE of Brown University and the Rhode Island Department of Education. Participants are responsible for a $55.00 materials fee and must provide/purchase own lunch. Materials fee is due upon receipt of registration confirmation.

REGISTRATION FORM

_____
Name (please print)

_____
Position

_____
School District

_____
Address Home __ Work __

_____
Summer address if different

_____
City Zip Code

_____
Telephone Number

Do you work with LEP students?
Please indicate grade and language groups.

_____

INSTRUMENTAL ENRICHMENT LEVEL I

Mail registration form to the address below.

Maria Pacheco
New England MRC
Brown University
144 Wayland Ave.
Providence, R.I. 02906
For further information contact:
Maria Pacheco
Tel: 401-274-9548 or
Maria Lindia
R.I. D.O.E.
Tel: 401-277-2705

INSTRUMENTAL ENRICHMENT, LEVEL I

JUST A MINUTE!
LET ME THINK . . .

WORKSHOP
August 16-20, 1993

Sponsored by the New England MRC and Project PRAISE of Brown University and the Rhode Island Department of Education

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INSTRUMENTAL ENRICHMENT (IE)
LEVEL I

Background

The Instrumental Enrichment Program was developed by Professor Reuven Feuerstein, of the Hadassah-WIZO Canada Research Institute in Jerusalem, Israel. It is a thinking intervention program based on the theory of Structural Cognitive Modifiability- that every student is capable of making significant and permanent improvements in thinking ability through a process of Mediated Learning Experiences. Instrumental Enrichment is a content-free approach; it can be used with a wide range of students from around age 10 to adults, and from diverse cultural backgrounds.

LEVEL I WORKSHOP

Upon completing this workshop, teachers will be prepared to teach Level I of Instrumental Enrichment, will understand the concept of cognitive modifiability, and will be able to plan mediated learning experiences.

Shannon Almquist, one of Feuersteins's senior trainers of Instrumental Enrichment, will be the workshop facilitator. Participants may enroll for in-service credit from the R.I. Department of Education or for non-credit.

Workshop hours are from 8:00 a.m. to 5:00 p.m. Enrollment will be limited to 25 participants. Educators serving Limited English Proficient students will be given priority. Mail registration form immediately to reserve a place. The workshop will be conducted at Brown University. More detailed information will be sent to those who are accepted.

CONTENTS

The Theory of Structural Cognitive Modifiability (SCM)
The Theory of Mediated Learning Experience (MLE)
Presentation of IE Instruments
Demonstration of IE Lessons

Applications with Different Target Populations
Lesson Planning and Bridging Exercises

Teaching and Critiquing Lessons
Implementation and Management Questions

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NEW ENGLAND MRC ACTIVITY SUMMARY

LEAs, SEAs or Projects Served_____ # of Clients_____ Staff Member_____

Activity Type (check all that apply) Title VII_____ month/year_____

____Workshop(s) Title:_____

____Other:_____

____Technical Assistance

Issues Addressed:	Contact Person: Position: Activity Site:	Coordinating Agencies:
Description of Activity:	Outcome(s)/Projected work:	Level of Program: Student Languages Served: Comments:
Date(s) of Activity:	Future date(s) planned:	
___Agenda and other materials attached ___Participant evaluations attached	Credits ____Not Applicable ____Inservice ____CEUs ____University	

New England Multifunctional Resource Center for Language and Culture in Education

Director, Dr. Adeline Becker

A Consortium of:

Brown University
144 Wayland Avenue
Providence, RI 02906-4384
(401) 274-9548
FAX (401) 421-7650

Assistant Director/Training Coordinator
Jane A. Yedlin

Resource Specialists
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M. Manuela Duarte
Maria F. Pacheco
Robert C. Parker

Manager of Library Resources/Conference Coordinator
Dr. Nancy Levitt-Vieira

University of Hartford
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West Hartford, CT 06117
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FAX# (203) 768-5220

Coordinator
Sabino Rodriguez

Resource Specialist
Susan Goldstein

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Coordinator
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University of Massachusetts
Graduate School of Education
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Boston, MA 02125
(617) 287-7335
FAX# (617) 287-7664

Coordinator
Dr. Catherine Walsh

Resource Specialists
Dr. Georgette Gonsalves
Teryl Lundquist

New England Multifunctional Resource Center for Language and Culture in Education

A Consortium of:

Brown University
University of Hartford
University of Massachusetts
University of Southern Maine

New England Multifunctional Resource Center for Language and Culture in Education

Introduction:

The New England Multifunctional Resource Center for Language and Culture in Education (MRC), one of 16 multifunctional support centers funded by the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs, provides staff development and technical assistance to superintendents, principals, bilingual/ESL directors, teachers, paraprofessionals, ancillary staff and with state departments of education serving limited English proficient students, parents and members of language minority communities throughout the six New England States. The New England MRC, a consortium of Brown University the University of Hartford, the University of Southern Maine, and the University of Massachusetts offers a grass roots approach to the delivery of its services. Each of the four consortium universities serves as a focal point from which training activities radiate. The Core Staff at Brown University maintains responsibility for coordinating all New England MRC Services.

Objectives:

- To gather and provide information on administrative issues in the education of language minority students
- To provide staff development and technical assistance
- To coordinate activities with bilingual and English as a Second Language (ESL) programs

Services and Activities:

- In-service workshops: single site, district or multidistrict, multiagency
- Large and small group presentations
- Model classes
- Courses and workshops for university credit
- Community-based workshops
- Summer institutes
- Symposia, seminars and special theme conferences
- Direct consultation and technical assistance
- Resource library: texts, research documents, periodicals, audio/visuals
- Literacy information packets
- New England Superintendents' Leadership Council: A Consortium for Educating Language Minority students
- "The Innovator" newsletter
- Special Projects

MRC Staff Development Topics:

Workshop topics and formats are flexible and tailored to the needs of participants.

- Administration: training, support, technical assistance, information dissemination
- Bilingual Education: program design, materials, research, special needs, two-way programs
- Content area ESL instruction to limited-English proficient and culturally diverse students
- Cooperative Learning: managing small group activities, promoting positive intergroup relations, learning through interaction
- Culture: cross cultural communications skills; multicultural community and curriculum development, cultural awareness, diversity issues
- ESL: theory and methodology, second language acquisition, materials, strategies, program development
- Literacy: whole language, critical literacy, questioning and problem posing, family literacy, reading and writing, strategies for students with limited formal schooling
- Parent and Community Involvement: home-school relationships, collaboration, parent training and advocacy, involvement with curriculum and classroom
- Pedagogy: participatory, thematic, integrated, multi-modal instructional approaches
- School Effectiveness: school reform, classroom management, program structure and implementation, capacity building, change, leadership
- Staff Development Strategies: developing knowledge and presentation skills for inservice education, "the training of trainers," supporting staff collaboration, classroom-based teacher training
- Testing and Assessment: participatory, holistic and performance-based assessment, non-discriminatory diagnostic and proficiency assessment tools

SUPERINTENDENTS' LEADERSHIP COUNCIL

ADVISORY BOARD:

James Connelly, Co-Chair
Bridgeport, CT

Paul Danyow, Co-Chair
Burlington, VT

Adeline Becker, Convener
Brown University
Providence, RI

John Correiro
Fall River, MA

John DeGoes
East Providence, RI

Peter Negroni
Springfield, MA

Henry E. LaBranche
Salem, NH

J. Brian Smith
Maine Indian Education
Calais, ME

New England Superintendents' Leadership Council

A Consortium for Educating Language Minority Students

New England MRC, Brown University
144 Wayland Avenue
Providence, RI 02906-4384
(401) 274-9548 Fax# (401) 421-7650

The New England Superintendents' Leadership Council

Introduction:

The New England Superintendents' Leadership Council: A Consortium for Educating Language Minority Students was created in 1989 following the first New England Superintendents' Summer Institute in Newport, RI. Sponsored by the New England Multifunctional Resource Center for Language and Culture in Education at Brown University (MRC), the Institute brought together superintendents from the six New England states to discuss: *Ways for Establishing Effective Schools for At-Risk LEP Students.* Superintendents were invited based on recommendations made by the regional State Education Agencies (SEAs). All participants represented local school districts with Limited English Proficient (LEP) enrollments. With an increased awareness of the issues concerning LEP students, the superintendents decided that a permanent association to address these issues was needed.

This determination to create a permanent organization was the impetus for the establishment of the Superintendents' Leadership Council, the first of its kind in the United States. The Council is governed by a rotating advisory group comprised of a minimum of one superintendent from each state and the Director of the New England MRC at Brown University. The six regional SEA representatives participate in an ex officio capacity.

In 1991, after three successful years as a permanent organization with a growing membership of more than 100 superintendents, the Leadership Council, through Brown University, received a grant from the US Office of Education for Project C.A.R.E.S: Cooperative Approaches to Responsive Education for Superintendents. **The Council continues to meet its regional goals while serving as a national model for bringing to the forefront the issues of educating language minority students who may be placed at risk.**

Council Objectives:

Leadership and advocacy, at local, regional, and national levels, in the presentation of issues concerning the education of language minority students.

Recruitment of new superintendents for participation in sponsored programs.

Organization of a superintendents' forum for the exchange of ideas about language minority schooling.

Training of superintendents in topics directly related to the instruction of LEP students.

Dissemination of information about successful practices for meeting the needs of LEP students.

Council Activities:

Superintendents' Summer Institute held annually in Newport, RI. The Institute is designed to inform both the new Council members and previous participants on ways to promote successful practices and increased advocacy in the education of LEP students.

Council Advisory Board Meetings held three times each year to plan future activities for individual state meetings and for the Summer Institute.

State Meetings of Superintendents and SEAs held at least twice each year. These meetings are discussion-workshops which complement the Summer Institute and serve the individual needs of each state.

Newsletter published quarterly. Each issue focuses on a topic of interest identified by the Superintendents' Advisory Board. "Promising Practices" and "Informational Updates" are highlighted in each publication.

Mini-clearinghouse for the dissemination of information on language minority issues, housed at the New England MRC at Brown University.

Presentations at meetings and conferences by Council members.

DESCRIPTION OF MRC STAFF RESOURCES, FACILITIES AND MODES OF PROVIDING TRAINING AND TECHNICAL ASSISTANCE

Over the years, the New England MRC has cultivated a staff of highly qualified and respected bilingual/ESL educators who possess extensive knowledge of their fields, related disciplines, regional needs and regional programs. This has earned the MRC a well-deserved reputation for outstanding service, and has further ensured that all training and technical assistance reflect the finest talent and experience in the region. Because assessed needs vary so dramatically with respect to linguistic, geographic and programmatic disparities, a combination of full-time and part-time staff has been used as the most efficient approach to providing comprehensive services. This has encouraged the maintenance of cost effectiveness, quality control and accountability while maximizing the MRC's limited human resources. The consortium model has greatly facilitated the delivery of individualized services by providing expert staff for local on-site training.

The New England MRC Staff is comprised of personnel chosen from among the finest bilingual/ESL educators in the field. The combined expertise of its veteran staff represents an impressive number of years devoted to exemplary service to language minorities and to teacher education. All staff members have direct bilingual/ESL classroom experience as teachers and administrators and all bring their first-hand knowledge of program development and implementation to the diverse tasks of the MRC. Furthermore, the staff reflect the diverse ethnic, linguistic and racial groups

represented by New England's LEP populations. With expertise in Spanish, French, Portuguese, Cape Verdean Creole, Hmong, and English as a Second Language, each staff member is also knowledgeable about the history and culture of at least one of the principle geographic areas where the native language of New England's LEP children is spoken. Their knowledge has been obtained through a combination of formal study, work-related experience and direct life experience as either a native of the target area or by living and studying in the target area.

To summarize, the MRC's strength is founded upon a staff who have bilingual proficiency in English and in a target language, all of whom are certified as bilingual/ESL teachers and/or administrators, all of whom have advanced degrees in bilingual education or related fields (e.g. foreign languages, administration), all of whom have close to 20 years' of work related experience in bilingual/ESL education, and all of whom have lived and studied in the target geographic areas from which New England's LEP children emigrate.

Impressive resources accumulated over the past 18 years are housed at the MRC. These include a library of over 18,000 books, journals and audiovisual media of instruction. State-of-the-art equipment is available to the MRC through Brown University's Media Center. Similar arrangements exist at all consortium sites: University of Hartford, University of Massachusetts, and University of Southern Maine. Frequently used items such as overhead projectors and slide projectors are part of the MRC's inventory. Through multiple informal cooperative agreements with other agencies, the MRC has obtained access to numerous other resources,

both human and physical, which greatly enhance the quality of regional training. During the 1992-93 contract year, the MRC's manager of library resources has succeeded in putting the collection "on line" and integrating the collections of the four consortium sites on database. In addition, linkages with Brown University's extensive library holdings have been greatly strengthened, providing MRC clients with access to one of the finest collections in the United States.

The MRC's facilities not only accommodate the resource library, but also provide ample staff offices and room for small workshop presentations; SEA, LEA, Title VII Traineeship meetings and workshops are frequently held at the MRC, although the majority of technical assistance is provided on-site at the LEA or IHE. Similarly, each IHE consortium site has a resource library, small meeting rooms and use of extensive university resources.

The on-site workshop continues to be the major mode of providing training. From October 1992 to July 1993, the MRC provided over 300 workshops, the majority of which, 86%, were presented in the field. In addition to workshops, the MRC offered symposia, conferences, mini-courses, seminars and week-long institutes. On-site technical assistance accounted for more than 1,700 hours of client contact. These consultations ranged in format from classroom demonstrations to curriculum and program development sessions to discussions of entry/exit criteria. Through Advisory Council membership, attendance at inter-agency planning meetings and other forms of coordination activities, the MRC participated in over 700 additional information sharing events. The above figures do not include the Superintendents' Advisory Board

sessions or the numerous training and technical assistance activities that characterize the MRC's start-up schedule in September.

The MRC's success is, to a large extent, due to the flexibility and careful needs assessment that characterize its approach. The types of activities that the MRC offers range from single classroom demonstrations and individually targeted assistance to 15-week courses and long-term district interventions. Most noteworthy is that all MRC activities are tailored to the specific needs of the client, so that while offerings may appear general, in reality, no two training sessions are ever alike. Underlying all of our pedagogical treatments is the MRC's commitment to local capacity building. In order to achieve this goal, the MRC emphasizes training for self-sufficiency by offering information and skills that enable school districts to recognize their own often considerable strengths and begin to capitalize on them. While continuing to encourage local efforts, the MRC also extends its impact by supporting district ownership for staff development and program improvement. In this regard, the MRC offered highly successful Train the Trainers Institutes in five states, enabling local staff to become future teacher trainers.

The geographical and topical flexibility necessary for dealing with more than 160,000 students from diverse linguistic backgrounds is provided by the New England MRC's consortium model. While regionally, Spanish speakers comprise the largest language minority, Southeast Asians are the fastest growing, with sizable populations of Portuguese, Cape Verdeans, Haitians, Greeks, Chinese, French Canadians and Brazilians being well represented.

This ethnic diversity is matched by the striking demographic differences between rural Maine and urban Boston, between the technological sophistication of southern New Hampshire and the one-room schoolhouses of northern Vermont, between the high per-pupil expenditures in Darien, CT and the poverty of Central Falls, RI.

In brief, the challenge facing MRC trainers is in accommodating both the broad linguistic, cultural, technological and economic disparities found among programs and the individual teacher differences found within them. To do this, the MRC employs an eclectic staff of full- and part-timers with over 150 years of combined training experience in the region, as well as extensive knowledge of specific languages, cultures, and areas of the curriculum. The MRC is housed in four strategically located campuses, a considerable advantage for tapping multiple university resources as well as for saving on travel time and money. Requests for services are made directly to the MRC from either the LEA, SEA or community agency.

All of these requests are monitored by the Assistant Director/Training Coordinator at Brown University. The Assistant Director/Training Coordinator also oversees assignments and maintains evaluation records for every activity. Weekly communication with the six SEA Bilingual Directors is critical in ensuring that there is no duplication of proposed services in any state. Coordinators at each university site provide the greatest input in the determination and delivery of appropriate activities within their respective states.

Quarterly SEA meetings have been expanded to include the Superintendents' Leadership Council Advisory Board to further promote local coordination. Through cooperative agreements with eight IHEs in the region, the MRC is able to provide credit for participation in long-term training and coursework. Six such courses were offered on-site in Maine, New Hampshire, Rhode Island, and Massachusetts. Furthermore, the MRC has been designated as an agency for providing continuing education units (CEUs) in Connecticut. Between October 1992 and July 1993, over 375 such units were awarded for extensive participation in MRC training activities in Connecticut alone.

III. DESCRIPTION OF THE SERVICE AREA

GENERAL DESCRIPTION OF MRC SERVICE AREA

Massachusetts, Rhode Island, Connecticut, Maine, New Hampshire, and Vermont comprise one of the most linguistically diverse regions of the country with over 1,690,000 speakers of more than 105 different language groups represented in the area. The region's most recent LEP arrivals, predominantly from Southeast Asia and South and Central America, have had a tremendous impact on local school districts. Many LEAs are overwhelmed by recent arrivals, experiencing as many as 200 new students a day. Other small cities and rural communities are equally challenged by the presence of small numbers of LEP students for the first time. Problems are compounded by the fact that many of these students have never been to school before, despite their age.

A harsh economic climate and school budget cuts, in conjunction with these dramatic demographic changes, pose significant problems for many local school systems. In response to these problems, the MRC has undertaken collaborative efforts with the SEAs and other local, state, and federal agencies to jointly address these burgeoning needs. In working with a variety of organizations and agencies, the MRC has helped create a receptive climate and support for the establishment of equitable and quality educational programming for all students. Furthermore, the MRC has been instrumental in stimulating local interest and an array of services targeted specifically to these new populations.

It is an historical New England phenomenon that despite the proliferation of programs for LEP students on the state and local

level, the increased numbers of language minority populations are rarely reflected in concomitant increases in Title VII funding.

In no way does this historical lack of representative numbers of Title VII funded programs in the region reflect a decline or stagnation of LEP enrollments since, to the contrary, the region is experiencing its greatest influx of LEP students since the turn of the century. Due to the combined efforts of the MRC, SEA and Superintendents' Council, New England applied for and received more Title VII grants in 1991 than in the previous five years! During 1992-93 at least 12 additional districts have expressed their intention to apply for Title VII grants.

The New England MRC has provided exemplary resources and outstanding training services to educators and community members in the six New England states since 1975.

With ongoing SEA input and strong cooperative alliances, the MRC continues to be pro-active in its efforts to provide quality services to all LEP programs, regardless of funding source. While Title VII projects continue to receive priority attention, the thousands of students enrolled in state and local programs must also be permitted to benefit from the MRC's services. This has been the MRC's policy since 1975.

Following is a summary of service area descriptions by state and MRC training highlights.

MASSACHUSETTS

Massachusetts has the largest and the most diverse language minority population in the region. It is also the state where language minority students have been the most impacted by budget reductions and the recession. Increases in poverty, unemployment, and homelessness remain high among its bilingual communities, particularly in the large urban cities. For example, thirty-five percent of Boston children and three-quarters of all Hispanic children in the city live in poverty. In Holyoke, over 80% of elementary Hispanic students are poor; some schools have as many as 98% of their students living in poverty. Statewide, half of Hispanic children and a quarter of Asians come from poor homes. School districts are becoming aware that they must take into account the physical, psychological, and emotional needs of bilingual students in program design and delivery. Yet school resources to meet these needs are extremely limited. The State Department of Education continues to reduces staff; of those who remain few have expertise or training in linguistic minority education.

Fifteen percent of Massachusetts' school age population speak a language other than English at home. This is the highest figure in the region. During the 1992-1993 school year, there were 100,922 students for whom English is a second language from over 96 different language groups. Twenty-four of these language groups had over 100 speakers and 10 had over a thousand. Virtually all Massachusetts school districts now have language minority students. Three are a majority linguistic minority (Chelsea, Holyoke, and

Lawrence) while more than 35% have school populations that are over 10%.

Approximately 41% or a total of 41,580 of the linguistic minority students in the state cannot perform ordinary coursework in English and receive transitional bilingual education (TBE) and/or ESL services. During 1992-93, 51 school districts provided 118 TBE programs in 18 different languages. The largest language groups are Spanish, Portuguese, Vietnamese, Khmer, Chinese, Haitian, and Cape Verdean. Eight school districts offered two-way bilingual programs in 1992-93; one program is in Portuguese while the remainder are in Spanish.

Shifts in the composition, backgrounds, and settlement sites of incoming linguistic minority students over the last couple of years have presented a number of issues, concerns , and needs for school districts. For example, a number of cities and towns now have students from such diverse areas of the world as Southeast Asia, Africa, Eastern Europe, Latin America, and the Caribbean who have had limited formal schooling. There has been a significant growth in the Brazilian population in some Greater Boston districts. The majority of Portuguese bilingual teachers are from Portugal or the Azores and find it difficult to adjust their teaching to this very different population. Students born and/or raised in the United States form a substantial proportion of the bilingual population in many schools; their social and cultural experiences and their linguistic and educational needs are different from newly arrived, foreign-born students. More and more language minority families are settling in the suburban and rural areas of the state. School districts

in these areas generally lack the background, experience, preparation, and resources to appropriately address linguistic minority students' needs.

The demand for technical assistance and training in 1992-93 suggests that the needs of teachers and administrators in the service area have probably never been greater. Such needs range from the development, design, and implementation of programs to the actual training of new and existing administrators and teachers. These needs have been further precipitated by the State Department of Education's release this year of a publication to all school districts outlining laws, policies, and regulations for the education of linguistic minority students (including low incidence districts) as well as the settlement of a statewide lawsuit which will make regulatory monitoring of bilingual programs more stringent. As with most states, Massachusetts has had a difficult time in locating and recruiting trained bilingual teachers. Many bilingual teachers have certification waivers and lack appropriate training. Most of the ESL teachers in the state have grandfathered ESL certification; many bumped into their positions through seniority-based layoffs and have little or no formal training. Mainstream teachers in both high and low incidence districts generally remain unaware of how best to address the needs of linguistic minority students. As a result, inappropriate special education referrals continue. Under the new education reform package which was passed into law July 1, 1993, principals will have greater decision-making power over the staff and programs in their buildings. Yet, as the MRC's work with administrators this year demonstrated, very few possess

understandings of linguistic minority programming, linguistic minority students, or of teacher and parent training needs. Elimination of staff development funds, reductions in State Department of Education personnel, and a shortage of university training programs made the New England MRC's services during 1992-93 at particularly high demand.

MRC activities during the 1992-93 contract year were focused on four general areas: (1) providing training and assistance to school districts who are receiving linguistic minority students for the first time and to districts who have small numbers of students from various language groups; (2) assisting administrators in some larger districts with the improvement and/or restructuring of bilingual/ESL services; (3) offering ongoing assistance and training in the areas of two-way bilingual education and limited formal schooling; and (4) providing training to teachers and staff on issues of cultural diversity and ESL theory and practice.

In order to meet the needs of low incidence districts, the Massachusetts satellite offered a two-part training for school district teams of administrators. Each of these sessions was an entire day and was given in the Eastern and in the Western regions of the state. Over 150 administrators from 50 different school districts attended the four sessions. Space and other limitations required us to turn about another 100 administrators away. [MRC staff has been able to provide on-site assistance and training to several of these districts.] The agendas included an overview of state and federal requirements, key components of effective service delivery plans, local models and approaches, and current instructional practices. The participants

were also engaged in the design of their own assessment and instructional plans. Evaluations were all in the excellent-to-good range and included comments like the following:

* concrete approaches and methods
* excellent, down-to-earth, and practical
* informative and sympathetic to our needs
* articulated information in experiential and enlightening way
* well prepared, good information, good handouts, practical plus philosophically backed up

As a follow up to this year's sessions, the Massachusetts satellite is organizing a three-part series for Fall 1993. These sessions, again to be offered both in the Eastern and Western regions of the state will target mainstream and ESL teachers and will address how to modify content area instruction for ESL students K-12.

A number of the larger school districts have turned to the MRC for assistance in the redesign and improvement of service delivery for bilingual students, in the establishment of a more natural integration between bilingual and mainstream programs, the development, design, and implementation of remedial services for "at risk" students, the interface between bilingual education and desegregation, performance and portfolio assessment, and in developing district-wide educational and staff development plans that particularly address linguistic minority issues. Districts in which the MRC has been intensively involved this year include Boston, Holyoke, Lynn, Randolph, Quincy, Worcester, and Somerville.

Two-way bilingual education continues to be considered by an increasing number of districts in the state as a promising approach for the integration and linguistic and educational development of language minority and language majority students. The

Massachusetts satellite's coordinator is recognized nationally for her expertise in this area. In Fall 1992 she was asked by the California Department of Education to be one of several international experts in the review and critique of California Spanish immersion preliminary evaluation results.

The MRC has been actively involved over the last couple of years with two of Massachusetts two-way programs, in Boston and in Lowell. This involvement has included providing intensive technical assistance and training related to the design, development, and implementation of the programs. The MRC was part of the planning and delivery of an all-day training on two-way bilingual education at the annual MABE conference. It has also provided technical assistance to Boston Title VII's Director and DBE staff and has worked collaboratively with them this year in one of their DBE-funded schools. This work has included the expansion of the two-way program from K-2 to K-6 for the coming school year.

The Massachusetts satellite is also recognized for its expertise in the design and development of programs and instructional approaches for linguistic minority students who have had limited formal schooling. During 1992-93, the MRC provided training to Chapter 1 administrators and teachers from throughout the state at the annual Massachusetts Chapter 1 Conference. It also provided technical assistance and training to staff in the Boston Public Schools as well as to those overseeing the implementation of Chapter 1 delivery to linguistic minority students with low literacy abilities. An article on the Massachusetts satellite's work with this population appeared in the national newsletter New Voices, from the National

Center for Immigrant Education, National Coalition of Advocates for students and was reprinted in NABE NEWS.

Cultural diversity and ESL theory and practice continue to be major training concerns for a number of districts, particularly those districts which have new and expanding language minority populations. Many districts who have had bilingual/ESL programs for several or more years also now recognize the need to train mainstream administrators, teachers, and support staff on these issues. In 1992-93, the MRC worked individually with smaller districts like Malden, Marlboro, Medford, Winthrop, Norwood, Haverhill, Braintree, Sunderland, Lanesboro, Pepperill, Wareham; mid-size districts like Quincy, Fitchburg, Salem, Taunton, Randolph, Waltham; as well as larger districts like Boston, Holyoke, Lowell, Somerville, Worcester. This work included short-term and long-term training and technical assistance. A one-day training was given to 18 suburban principals on multicultural education concerns. In addition, MRC staff taught several credit-bearing classes in the areas of cultural diversity and ESL for present and preparing administrators and teachers.

Besides its work with school district personnel, the MRC also provided training and technical assistance to a number of statewide and regional entities. The focus of much of this work was on expanding understanding and ownership of language minority education concerns, particularly in the process of reform and restructuring.

During 1992-93, the Massachusetts Department of Education began and completed a major restructuring process. The Bureau of

Transitional Bilingual Education no longer exists; while there will be a TBE manager put in place this Fall, the intent is to have all cluster areas of the Department assume responsibility for linguistic minority students and their receipt of appropriate and quality education. The SEA has said that it feels MRC training and support are essential to its new organization and mission. In September, the Massachusetts satellite provided a one-day, intensive training for approximately 200 SEA personnel on current issues and concerns in the education of linguistic minority students. In addition, a focused initial training was provided for staff in the Monitoring Division, none of whom have a background in bilingual or ESL education. The MRC will work on an ongoing basis in the coming year providing additional training and technical assistance to the SEA.

As with the LEAs and the SEA, the state of Massachusetts has also gone through a major reform effort; this began in July 1993 with the passage of the Educational Reform Act. In 1992-93, the MRC provided technical assistance to legislators, the Secretary of Education's office, and to the Bilingual Education Coalition on considerations for linguistic minority students and programs in the reforms.

The Massachusetts MRC coordinator provided the keynote presentation to the MRC/Project CARES co-sponsored Superintendent/Teacher Institute on current issues and directions for change in linguistic minority education, facilitated sessions at the New England Superintendents' Summer Institute, and presented to Connecticut superintendents on considerations for linguistic minority students in regional plans for integration. The Coordinator also spoke

at the NCTE National Conference, the Connecticut TESOL Conference, the Advocates of Language Learning (ALL) Conference, and at CABE. MRC staff also presented at a number of other conferences.

The Massachusetts satellite collaborated with a number of organizations and groups over the contract year. It worked with the Massachusetts Coalition for English Plus on the coordination of a statewide bilingual writing/art contest, a multicultural festival, and a number of other events and activities. The satellite also worked collaboratively with the Boston Latino Parents Association, with the Lynn Parents Advisory Council, and with META, Inc. MRC staff were actively involved in a SEA-sponsored Task Force on Native Language and ESL Assessment and collaborated with SEA staff on the MRC-sponsored Low Incidence Sessions. Collaborations were initiated with the Mauricio Gaston Institute for Latino Studies, the Haitian Studies Project, and the Asian American Institute all housed at the University of Massachusetts Boston as well as with UMASS's developing program with Cape Verde. The satellite has also been involved in a number of the Graduate College of Education's activities, including the design and development of a new doctoral program on urban school leadership and the advisory board of the project Family, Friends, and Community. The MRC continued to provide technical assistance, training, and support to the Massachusetts Bilingual Education Directors Association and worked with MABE on the formation of a special interest group on two-way bilingual education.

Facilities and Resources

The Massachusetts satellite is now housed at the University of Massachusetts Boston's Harbor Campus within the newly constructed Dean's offices in the Graduate College of Education. It is easily accessible by car and public transportation. The main mission of UMASS Boston for 1993 and beyond is to address issues of diversity and create close collaborations with urban public schools. The MRC is viewed as a key project in this effort.

The facilities include a suite of offices and space for the Massachusetts satellite's extensive library collection, as well as access to the University's communication system, copy center, and other services and resources. During 1992-93, the library was utilized by a large number of teachers, administrators, university faculty, and graduate students.

The MRC's current location not only affords easy access for teachers and administrators in the field but also facilitates collaboration with the various institutes, programs, and faculty that are concerned with issues of racial, ethnic, and cultural difference and with work in public school and community settings.

RHODE ISLAND

Although geographically, the smallest state in the union, Rhode Island has long been a favored destination of immigrants, migrants and refugees because of the kinds of jobs available in its fishing, textile, and jewelry industries. Although Rhode Island's economy is in decline, and the number of jobs greatly reduced, newcomers continue to arrive, welcomed by the presence of their families and friends before them.

The three largest language minority groups in Rhode Island are Spanish, Portuguese, and Cambodian, followed by Cape Verdean Creole, Lao, Hmong and Chinese. Other language groups served by the State's educational system include Arabic, Armenian, French, Greek, Italian, Korean, Polish, Russian, and Vietnamese. Providence, the state's largest LEA, estimates that 80 different languages and dialects are spoken in the homes of its students.

Of all the states in the union, Rhode Island has experienced the greatest increase in Hispanic and Asian populations. According to the 1990 census, between 1980 and 1990 Rhode Island's Hispanic population increased by 133% and its Asian population increased by 246%.

As a consequence, the LEAs have been confronted with the enormous task of meeting the needs of rapidly growing numbers of LEP students from a diversity of language backgrounds. Between 1983 and 1993 in Rhode Island the number of students with a non-English home language background, in need of specialized educational services, increased by 89%. Providence, Pawtucket,

Central Falls and Cranston are the three districts with the highest LEP enrollments. The percentage increase of LEP students in those four districts between 1983 and 1993 are as follows: Providence, 64%; Pawtucket, 136%; Central Falls, 184% and Cranston, 225%. Other districts experiencing large percentage increases of LEP population are; West Warwick, 143%; North Providence, 160%; East Providence, 99%; and Woonsocket, 54%. As of June 1993, 7,839 students were registered in ESL or bilingual programs in Rhode Island.

Like the tip of an iceberg, these figures alone do not give a complete picture of the enormous educational needs of the state's language minority students. Every year Rhode Island LEP programs exit students who are ill-equipped for success in the mainstream. When tested on a standardized reading test during their first year after exiting from LEP services, about 2/3 of the students do not reach the State Board of Regents' exit criteria of the 36th national percentile in reading performance and about half do not reach the 36th percentile in mathmatics performance.

An October 25th, 1992 article in the Providence Journal asserts that "In Rhode Island there is little question that elementary and secondary schools, as well as the colleges, are still failing the language minority population." The article points out that the "financially beleaguered city districts have the largest numbers of LEP students and neither the money nor the personnel to meet the demand." Consequently students are promoted out of ESL classes too quickly and denied access to special instruction or transitional support in English. The State's higher education system has refused college entrance to many graduates of Rhode Island high schools for

whom English is a second language . The Colleges contend that the graduates still lack the English skills requisite for success in higher education. In Providence, the largest LEA with 60% of the state's minority population, the dropout rate among Hispanic students continues to climb in spite of an overall reduction in the percentage of students who do not graduate.

Rhode Island's poor economy has aggravated problems in education. The State's banking crisis caused hardship for numerous individuals, businesses, towns and school districts. Many businesses have been forced to close or relocate, increasing the numbers of unemployed. The state's budget deficit has caused cuts in the State's funding to school districts. The refusal of Rhode Island towns to raise local taxes is resulting in large cuts to LEA budgets for 1992-93. In 1991 the Central Falls LEA, with the third highest LEP population in Rhode Island declared bankruptcy and turned its administration over to the SEA. During the past year, West Warwick, home of Title VII funded Project LINC, also found itself on the brink of bankruptcy. It is not clear at this point whether or not this district will also be taken over by the SEA.

School personnel find themselves overwhelmed by the rapidly growing and changing populations. The vast majority of teachers and school administrators possess little knowledge of second language and literacy acquisition, teaching methodologies, or cross-cultural communication. They lack up-to-date information about the students' countries, cultures and reasons for coming to Rhode Island; critical information, given that many of the arriving students come with

huge educational deficits, resulting from poverty, war, and dislocation.

The RI SEA's 1990 Report on the Education of Limited English Proficient Students stated that, "....numerous teachers and some administrators need additional training in the objectives and techniques of English as a Second Language Programs". The Evaluation report cites as a particular concern lack of "equal opportunity for grade appropriate achievement in academic subjects."

The March 1992 report of the Governor's 21st Century Commission, "Educating ALL Our Children," finds that "40% of the state's students have limited achievement and are not acquiring the skills and knowledge that will support successful and productive lives." (pg. I-3) The 21st Century Commission Report points out that the state has the highest dropout rate in New England and adds that low expectations for minority and lower socioeconomic status students often result in .."educational decisions regarding grouping and educational programming that guarantee failure," (pg. 2-1) The report suggests massive restructuring at the state, local and school levels.

The Rhode Island Skills Commission, led by education and health reformer, Ira Magaziner, has likewise, called for massive changes needed in order to increase the graduation rate and to equip Rhode Island graduates with the more sophisticated employability skills needed in the workplace of the future.

In a similar vein the May 1993, Providence Blueprint for Education, (PROBE) an independent, community wide assessment of the Providence Public schools outlines the urgent need for change in the state's largest LEA. Among the many problems faced by the system, The PROBE report highlights the lack of communication among and between administrators, teachers, students and parents, a need for diversity training, a majority of students living difficult family lives, in poverty, a prevalence of passive instructional methodology and a need for more and better staff development particularly in the area of diversity and cultural differences.

The abundant evidence that schools are failing to meet the needs of students and of the community has at long last forced the Rhode Island educational system to seriously examine itself and to look for better ways to do things. The climate throughout Rhode Island's educational system is one of reform. The new commissioner of education is Peter McWalters, former superintendent of Rochester, New York, and a noted school reformer. Under McWalters' leadership the SEA is, itself, undergoing a massive restructuring process in an effort to reduce fragmentation of services and partial solutions for some at the expense of others, the SEA's LEP Unit, like other SEA units, has been subdivided and its staff integrated into three centers; The Center for Instruction and Assessment, The Center for Integrated Social Services, and the Center for Schooi Improvement. Special Initiative Teams, formed to address particular issues and populations include not only SEA staff but other educators.

The MRC's activities in Rhode Island over the past years have contributed greatly to the current climate of change and reform.

•The MRC-initiated **New England Superintendents' Leadership Council** has informed and raised the consciousness of Rhode Island Superintendents on LEP issues. The Superintendents, in turn, have reflected their increased knowledge and consciousness in the proactive and advocacy roles they are taking in district and state activities. The MRC and the Superintendents' Council were instrumental in effecting changes in the State's certification and endorsement of ESL and mainstream teachers of LEP students. Newly increased coursework and field experience requirements should result in improving the instruction of Language minority students. Additionally, the MRC, the Superintendents' Council and the SEA have met with IHEs to suggest ways of improving the quality of their teacher preparation programs in TESOL and bilingual Education.

The MRC, the SEA, and the representatives of the Superintendents' Leadership Council have also forged a link with Rhode Island Families First, a foundation-funded statewide initiative to study the feasibility of establishing family centers to integrate health, welfare, and education services. The MRC is assisting the superintendents and the SEA in studying the potential for regional newcomer centers where immigrant, migrant and refugee families could easily access services, assessment, and perhaps initial English instruction. Other Superintendents' activities in Rhode Island during 92-93 included a visit to Springfield, MA. to observe the developmental Two Way bilingual programs there. Since the visit some superintendents have expressed interest in exploring the

establishment of two way programs and have requested program information and research reports from information from the MRC.

MRC work with Rhode Island administrators over the years has revealed a marginalization and a lack of communication about language minority issues in most districts, as well as a lack of knowledge of second language or bilingual pedagogy among district and building administrators. This assessment led Brown to apply for Title VII funding of **Project PRAISE**, (Partnerships Reaching Administrators In School Environments) a personnel training grant which supports masters degree studies in ESL/Bilingual education for a group of administrators, as well as facilitating district team-building. During 1992-93 the MRC has provided much assistance and support to Project PRAISE staff and activities. MRC support of Praise has included technical assistance, co-sponsorship of events and speakers, and guest presentations by MRC staff at PRAISE courses and seminars. Participating districts are Providence, Pawtucket, Cranston, East Providence, North Providence, Bristol-Warren, and Westerly .

•MRC assessment of the need to develop and support in-district teams of master teachers modeling appropriate instruction and of the major role played by mainstream teachers in the education of LEP students, led Brown to also apply for Title VII funding of **Project Mainstream,** a short-term training grant which started up in Fall 1992. During the past year the MRC has provided assistance and support to Project mainstream staff and activities. These have included coursework for graduate credit, classroom demonstrations, and onsite coaching. Districts participating in Project

Mainstream are Providence, East Providence and Pawtucket, three of the most heavily impacted districts in the state.

MRC Activities during the 1992-93 school year reflect and support the state climate of communication by educating administrators on LEP issues and by developing teams of educators at building, district, community and state levels. The small size of the state and the MRC's strategic approach is having a synergistic effect on efforts to improve LEP services.

A highlight of the MRC's 1992-93 activities was the First Annual Rhode Island Principals' Congress on Educating Language Minority Students. This seminal event, attended by approximately 80 principals from 11 districts was co-sponsored by the MRC, the SEA, and by both The Superintendents' Council and the LEP Directors' Association. Principals were selected to attend by their district superintendents, who were asked by the MRC to hold in-district follow-up activities after the congress.

Presentations by RI Commissioner Peter McWalters, Superintendent Peter Negroni, a member of the Superintendents' Council advisory board, and panel presentations by elementary and secondary principals from exemplary LEP programs followed by discussion groups structured around key issues.

Evaluations of the Congress were so enthusiastic that a principals' task force was formed a to plan future activities for principals. The task force met twice during the summer and a second conference is planned for Winter 1993. Several of the participating districts have held in-district follow-up meetings at

which the principals discussed the information presented with their Superintendents, and LEP directors.

Both district and site administrators participated in the Leadership Institute: Educating Culturally and Linguistically Diverse Students in Public Schools, which was co-sponsored by the MRC and Project PRAISE to build district LEP teams. The year long credit bearing Institute culminated in the writing of district action plans for improving LEP instruction . 1993-94 will feature implementation of the plans.

The team from Providence developed an action plan which featured the training of approximately 80 principals and other administrators in LEP issues. In August the MRC, the LEA, and the New England Desegregation Assistance Center for Equity in Education co-sponsored a conference on LEP issues for administrators. The conference featured presentations by Protase Woodford, formerly of Educational Testing Service and John Correiro of the Equity Center. The day's activities also included presentations by a panel of Principals from model and innovative LEP programs.

The MRC has assisted the Providence LEA in many ongoing activities and efforts during the past year. MRC staff facilitated the work of the Superintendent's newly formed Hispanic Advisory Council. MRC staff met with the group on a regular basis and provided research on bilingual instructional models and their effectiveness. The group's 1992-93 activities culminated in the writing of a position paper and an action plan for improving services to Spanish speaking students who comprise more than a third of the district's students and who have the highest dropout rate in the

system. The action plan aims at the development of innovative and effective bilingual programs.

During 1992-93 the MRC helped Providence plan for the opening of a multicultural magnet school, co-sponsored a week-long seminar for Providence teachers in developing literacy across the curriculum and provided ongoing assistance in working with language minority parents. The MRC also continued to provide technical assistance to Providence's efforts to revamp its special education system. Providence, cited in the past for inappropriate placement of language minority students in special education and for lack of culturally and linguistically appropriate intervention has restructured its evaluation policies and has hired a new Special Education Director.

The interface of bilingual education and special education was addressed by the MRC and project PRAISE during the past contract year by the day long workshop presented by Dr. Reuven Feuerstein, the originator of Instrumental Enrichment. The over 170 educators from around the state who attended Dr. Feuerstein's workshop were so enthusiastic that a week-long training in Instrumental Enrichment was held in August at the MRC in co-sponsorship with Project PRAISE and the SEA.

MRC staff continue to serve on the Commissioner of Education's LEP Advisory Council and to host the bi-monthly meetings and committee meetings at the MRC. MRC staff also serve on several of the SEA initiative teams including the Educational Outcomes Team and the Early childhood Education Team.

In early 1993 the SEA required LEAs to include LEP students in district standardized testing programs (and statistics) after two years in the district. Formerly it was at LEA discretion whether or not to test LEP students or include their scores in district aggregates. This change in policy coupled with the SEA's activities in the area of portfolio and alternative assessment of students prompted the MRC, the SEA, and the EAC East to co-sponsor workshops on "portfolio assessment of second language learners". A morning workshop for administrators and an afternoon session for teachers were attended by over 100 educators. Work is ongoing in the SEA, the Providence LEA, and in several other instructional settings to develop portfolio and alternative assessment models for use with LEP students in ESL, mainstream, vocational and bilingual settings. The MRC is currently assisting Providence with a pilot project for alternative and portfolio teacher evaluation and is investigating the possibility of using teacher portfolios on a statewide basis as a vehicle for program improvement and for documentation of exemplary practices.

The MRC has been active in many other LEAs during 1992-93. Workshops and technical assistance on second language acquisition, sheltering techniques and cooperative learning was provided to the West Warwick Title VII project. The MRC also assisted this district in organizing Spanish and Portuguese-speaking parents. Other districts receiving assistance with Spanish, Portuguese and Cape Verdean parent activities included Pawtucket, and the Title VII projects in Bristol/Warren and East Providence. In East Providence the MRC also sponsored workshops on Portuguese culture for teachers and administrators.

In Pawtucket, a district recently cited for civil rights violations, the MRC is providing technical assistance to efforts to redesign more equitable program models for LEP students. North Providence, a district whose administrators are active in both the Superintendents' Leadership council and in Project PRAISE received a series of workshops and consultations on Meeting LEP Students' Needs in Content Subjects. Its consciousness of LEP issues considerably raised by the year's activities, North Providence plans to submit a Title VII proposal in the next cycle.

Other groups receiving MRC assistance and training during the past year include Brown-Foxpoint Multicultural Daycare Center and Kindergarten, the Genesis School, a multigenerational facility offering ESL, job training and early childhood education to LEP families and the Summer Academy for "at risk" Southeast Asian students. During 1993-94 the MRC will assist Providence College, Providence Public Schools, and a CBO in making the program more relevant to students' needs.

At Brown University, the MRC has co-sponsored courses on Culture and Society, Second Language Literacy, ESL Curriculum Development and Bilingual Education. Workshops and guest presentations have been made for MAT courses, volunteer ESL tutors, foreign language teachers, the Center for Race and Ethnicity, The Center for Cognitive and Linguistic Science, Brown's summer high school staff and for others. The MRC has provided technical assistance to many groups including the New England Desegregation Assistance Center, the Education Department and others. The MRC is advising the Education Department at Brown University in the

creation of a new MAT program in ESL. The MRC has assisted Providence College, University of Rhode Island, Rhode Island College and other IHES by co-sponsoring courses and furnishing guest speakers.

It is anticipated that at least six new Title VII applications will be forthcoming from Rhode Island during 1993-94. These all originate from districts involved in MRC leadership and awareness activities.

CONNECTICUT

In the state of Connecticut there is a total student population of approximately 478,380 enrolled in 166 school districts. Of these, some 56,646 students are from a non-English language background. From 1980 to 1990 Connecticut's total school enrollment decreased by 13.7%, while its minority enrollment increased by 20.2%. Since 1990 the number of students coming to school from a non-English language background has increased by 23%. The number of Limited English proficient students in the state's schools is 17,657, an increase of 16% since 1990.

Only 13,000 of the state's 17, 657 identified LEP students now receive direct educational services through Bilingual Programs. The 4,764 students not receiving bilingual services represent an increase of 30% since 1990 of the number of eligible students not served by bilingual programs. This increase is due to the arrival of new ethnolinguistic groups to Connecticut as well as to the arrival of LEP students in communities that had not previously served them. This is currently resulting in large numbers of schools with fewer than the twenty students from one language group in a school building needed to trigger the mandate for a bilingual program.

Spanish-speakers, predominantly from Puerto Rico are the largest language minority in the state. The following cities receive the greatest number of school age children: Hartford, Bridgeport, New Haven, New Britain, and Waterbury. Of the approximately 13,000 students enrolled in bilingual education programs, approximately 12,500 are in Spanish programs. Portuguese,

Vietnamese, Cambodian, Lao, Haitian-Creole, Polish, and Italian comprise some of the other language minority groups served by bilingual programs.

State mandated and funded bilingual programs exist in 12 LEAs: Bridgeport, Danbury, Hartford, New Britain, Meriden, Naugatuck, New Britain, New Haven, New London, Norwalk, Stamford, Waterbury, and Windham, and in three state-administered vocational technical schools.

Title VII-funded programs are situated in Hartford, and Windham-Willimantic. There are two Title VII Training Projects at the University of Connecticut at Storrs, and one for bilingual special education at Fairfield University.

In examining the education of minority students in Connecticut it is clear that segregation and poverty are issues that effect their lives. Minority students comprise 25% of the Connecticut school population, but 97 districts have a minority enrollment of less than 5%. In 1980 Hartford was the 4th poorest city in the nation. Fourteen of twenty-five Hartford elementary schools are less than 2% white, While sixteen of the surrounding suburban schools are less than 3% Hispanic. Hartford has the 6th highest child poverty rate among large cities in the United States and 3 out of 4 Puerto Rican children in Hartford qualify for the free lunch program. Taken together the racial and economic segregation has had a major impact on the educational achievement of Connecticut's Puerto Rican students. This becomes clear when test scores are correlated with income. Those Hartford schools that are poorest have the lowest reading scores.

The growing percentage of students who are not served by bilingual programs has impacted greatly on the kinds of training requested from the MRC. The SEA and numerous districts have requested and received training for the increasing numbers of mainstream teachers who now have limited English proficient students in their classes. Regional workshops co-sponsored with the SEA and training for mainstream teachers in LEAs have featured both cultural and methodological information. MRC staffs have in many cases needed to address cultural misconceptions held by the teachers.

A lawsuit, Sheff versus O'Neill has challenged the segregation of Hartford schools, charging that the concentration of poor black and Puerto Rican children in the Hartford schools denies them the educational opportunity available to suburban children. As a result of this suit the court has ordered that regional desegregation plans be developed to integrate the state's schools. The New England Superintendents' Leadership council and others are studying the implications of integration for language minority students. In this regard Superintendent James Connelly, the Council's co-chair was quoted in Education Week (2/17/93) as saying, "many desegregation plans are really numbers plans...and have ignored that an increasing minority of students are Latino and come with unique language needs."

The integration plan has begun to impact on MRC training and technical assistance, and it is anticipated that these effects will increase greatly in the next year. A number of integrated multi school/multidistrict summer school programs were held in

Connecticut this summer. The MRC responded to requests to provide training to teachers in Bridgeport and in Hartford to prepare teachers to work with integrated, inclusive groups. In those training sessions the MRC focused on topics which included teaching approaches that are effective with heterogeneous groups, such as cooperative learning and thematic units, sheltering techniques for conveying content instruction in English to LEP students, and cultural topics related to students' self esteem and prejudice reduction. A similar training was held in Bristol, CT., a suburban district which has recently dismantled its bilingual program, perhaps as a response to their interpretation of the integration mandate . Mainstream teachers and administrators in schools that had not previously served Language minority students were very appreciative of MRC workshops which provided background information and strategies for effective instruction, and for collaboration between the district's bilingual specialists and mainstream teachers.

Although the Connecticut SEA has had certification of bilingual teachers for many years, there was no credentialing of ESL teachers until this year, when a new thirty credit hour endorsement requirement came into effect. The endorsement requirements, effective July, 1993 do permit those who were previously allowed to serve as teachers of English as a second language to apply for endorsement upon completion of six semester credit hours. The six hours of coursework must include methods of teaching ESL, culture, linguistics and assessment. During the past year the MRC and the SEA co-sponsored several regional workshops for new ESL teachers who often had no prior training or experience. With the change in

certification in view, the MRC, the SEA and the University of Hartford have discussed ways of providing some of the six semester credit hours needed by large numbers of previously authorized teachers, who wish to be endorsed through "grandfathering"

The 30% increase in the number of students not receiving bilingual services has resulted in many activities aimed at better equipping mainstream teachers. The MRC and the SEA co-sponsored a series of Regional workshops to this end. LEAs where mainstream teachers and inexperienced ESL teachers received training in multicultural issues and sheltered instruction included: Hartford, Bridgeport, Danbury, New Britian, Bloomfield, West Hartford, Meriden and Norwalk.

In Norwalk the MRC co-sponsored a week-long training of trainers Institute on cooperative learning. Those trained will initiate a year-long mentoring and coaching program with other teachers in their buildings. Work in Danbury and in Willimantic centered around the transitional sheltered English programs established there in previous years with intensive MRC technical assistance and training.

The MRC has provided the Hartford LEA with much support during the past year. The MRC co-sponsored the district's bilingual conference and supplied several speakers on topics including culture shock, parental involvement, multicultural literature, and a thematic bilingual unit on Columbus. The MRC also provided extensive technical assistance to the district's effort to motivate ESL teachers to encourage parental involvement. In addition to having trained Hartford teachers for the integrated summer school program,

the MRC is conducting early fall training sessions for Chapter one reading teachers, ESL and bilingual teachers in newly funded Chapter One schools. The district has asked the MRC to focus these sessions on second language acquisition and on developing the oral language base needed to support second language literacy.

In Bridgeport Connecticut, the MRC has been actively working in coordination with the superintendent, who is the co-chair of the New England Superintendent's Leadership Council. In April the Superintendent brought a team of 6 teachers with him to attend the Superintendents and teachers Academy at Brown, a two day team building activity attended by 5 New England districts. The Academy featured informational presentations about language minority education by MRC staff and panel presentations by superintendents and by other educators and parents. An outcome of the Academy was the development of district action plans and follow-up activities. The Bridgeport team's plan of action was to improve communication and articulation between bilingual and mainstream programs. During the spring, the Bridgeport team met several times and co-sponsored with the MRC a three day retreat for 40 educators from four schools. School teams have made concrete plans for addressing the focal issue and other issues of diversity during the 1993-94 school year. The MRC also provided workshops on cooperative learning and technical assistance to Bridgeport's effort to identify culturally and linguistically appropriate pre-kindergarten testing.

The MRC also assisted the West Hartford LEA by making a presentation on language minority issues in a district series of workshops on students "at risk," and by giving a workshop for

administrators on intercultural communication. In Meriden Connecticut the MRC presented a workshop on mainstream and ESL/bilingual coordination and co-sponsored a visit by the well-known educator, Samuel Betances. Dr. Betances spoke to 2,000 high school students in an a school assembly urging them to stay in school and he later spoke to the entire staff of Maloney High School. In August, Dr.Gladys Labas, the Principal of Maloney High School went to Rhode Island at the MRC's request to address Rhode Island principals on the culture of Puerto Rican students.

Connecticut's unique bilingual vocational high school program received many services from the MRC during 1992-93. The MRC presented workshops and facilitated discussions for mainstream vocational teachers and for the ESL/bilingual staff. During the summer, a training of trainer's workshop series assisted master teachers in developing sample vocational ESL curriculum units to disseminate in Fall training sessions at three of the state's vocational high schools.

The MRC co-sponsored many activities with the SEA during the past contract year. In addition to the workshop series for mainstream and ESL teachers described above, the MRC co-sponsored a conference on the effective management of programs for LEP students that was attended by 75 Principals and bilingual directors. After a keynote presentation, district teams participated in guided discussions of leadership roles and program effectiveness. The MRC also attended the monthly meetings of bilingual directors.

MRC staffs serve on the boards of CONNTESOL and of CABBE, and these organizations' statewide conferences were co-sponsored by

the MRC. The 1992 CABBE conference was entitled, "Promoting the Growth of the Language Minority Special Education Student." MRC staff and consultants presented several of the workshop sessions. The MRC's Massachusetts IHE coordinator gave the keynote address at the CONNTESOL conference, speaking on "The Role of Home Language and Culture in the ESL Classroom."

The Superintendents' Leadership council has been active in Connecticut. A workshop on preventing gang violence and a workshop on "the unique needs of language minority students regional integration plans" were two of the group's activities.

The MRC assisted the University of Hartford with guest presentations to elementary education courses and with the co-sponsorship of a course on Caribbean cultures.

Northern New England

The New England Multifunctional Resource Center satellite at the University of Southern Maine assumes responsibility for technical assistance, training workshops, and conference activities in Maine, New Hampshire, and Vermont. During the past few years the larger cities of Portland, Manchester and Nashua have seen increases in immigrant and refugee populations. The remainder of the tri-state region is characterized by low-incidence LEP populations scattered throughout, large concentrations of Franco-Americans, and four Native American (Passamaquoddy, Penobscot and Maliseet) Reserves in Maine. Meeting the needs of the Limited English Proficient student in Northern New England has been and continues to be a challenging one for LEAs and SEAs especially during the past two fiscal years when every state in the region found itself in serious budgetary crisis due to the economic recession and subsequent loss of tax revenues. Despite these constraints, the continuing cooperative efforts of the SEAs, LEAs, IHEs and the MRC have made positive impacts at increasing inter-agency collaboration resulting in needs identification, program design, and training aimed at addressing the issues which effect the Tri-state region.

In Calendar year 1992-93, a total of over seventy workshops, two hundred seventy-five technical assistance and over one hundred "other" contacts were provided for the tri-state area by MRC staff on a variety of issues and training related needs.

MAINE

In the State of Maine, the number of Non-English language background students continues to grow. According to the 1990 Census, Maine has seen a significant population growth in Asians (130%) and Hispanics (37%) since 1980. In the past eight years, the number of limited English proficient students has increased by 100% and nearly 75% of Maine's school districts now enroll LEP students.

There are 100 languages spoken in Maine. French is the major ethnolinguistic group comprising 46.3% of the language minority students. The fastest growing group of non-English speaking students is Asian (21.8%), representing 24 different languages. Spanish is the first language for 16.2% of Maine's LEP population.

The state's data collection indicates that there are 3998 students identified as coming from linguistic minority families. With 1798 students enrolled in bilingual or English as a Second Language classes, only 45% of the potential population is receiving services. Altogether, twenty-one districts are currently providing bilingual or English as a second language services to 1248 LEP students. Services range from bilingual/ESL classrooms to ESL tutorials after regular school hours. Some districts employ trained ESL certified instructors (24) while also using non-ESL endorsed teachers (36) and Educational technicians (55). Districts requesting assistance from the MRC have included: Bangor, Augusta, Topsham, Turner, Waterville, Brunswick, Kennebunk, Portland, South Portland, Van Buren, St. Agatha-Frenchville, Maine Indian Township, Auburn, Lewiston, Biddeford, Jackman, Dover-Foxcroft, and Bucksport.

In Portland, there are four Title VII grants focusing on various programatic needs. The MRC staff provided technical assistance and professional training on the following topics: Student assessment and placement; Critical Skills in ESL; Instructional Management; Curriculum Designs; Integrated Instructions; and Maintaining Consistency in Program Designs. Many teachers and educational aides who have participated in the training did so with the support and backing of school administrators who provided substitute teachers in their classrooms.

Project Synergy, a Title VII Project in it's first year, is a consortium of districts whose superintendents became interested in doing more for LEP students and in seeking Title VII funding as a result of their participation in the MRC founded New England Superintendents' Leadership Council. The project headquarters are located in Kennebunk, but Biddeford, South Portland and Berwick schools comprise the consortium. Project Synergy received technical and teacher training from the MRC. MRC staff addressed issues of low-incidence program delivery, teacher action plans, and instructional management. Teachers received training on Culture and Resistance; Writing Process; Graphic Organizers and Guided Questions; Parental Involvement; Integrated Units; and Student Observation Scale. In addition, teachers were involved in several discussions on culture and their role(s) with mainstream teachers in their districts.

St. Agatha, SAD #33, located at Maine's northern border had a busy year in regards to teacher training. Project Coordinator, Gil Albert, taught a teacher recertification course entitled: Issues in

Bilingual Education. Over 25 of the teachers in SAD #33 and #24 completed the coursework. MRC staff assisted Mr. Albert with the delivery of the course by acting as guest lecturers. In addition, training was provided on Bilingual teaching materials, Shelter Resources and Parental Involvement. Technical assistance was provided on new teacher orientation, bilingual education issues, and staff development activities for teachers.

The largest LEP enrollments are in the primary grades which indicates that these numbers will increase as children remain in the district and are supplemented by their younger siblings. Schools are beginning to recognize that they will be serving LEP students for a long time and are asking for technical assistance and training to understand and better serve their new populations. The lack of available state assistance to serve these students places the burden of services on local funding sources.

The current economic climate and budget deficit crisis has been a major challenge in Maine. An unemployment rate higher than both national and regional unemployment rates, a 500 million dollar cut in the state's operating budget from the previous year and reduced state services have left their mark on local school districts. This financial crisis means an even greater reduction of state subsidies to school districts with many ESL teachers and tutors being laid off. Reductions in the State Department of Education programs and consultant positions have resulted in increased requests for MRC services. The state office for Federal Projects for Language Minorities has lost 1 and one-fifths positions in the past two years while the demand for services has risen.

With no institutionalized undergraduate or graduate Bilingual/ESL degree program anywhere in Maine, bilingual and ESL teachers and support staff have relied principally on the MRC and State Department of Education sponsored conferences, workshops, institutes and courses in order to meet state mandated certification and endorsement in Bilingual and ESL Education. In addition to teacher training, technical assistance to school districts and to the SEA continued as mainstays of the services.

In 1992-93, the MRC co-sponsored two conferencs. The statewide ESL and Multicultural Conference: "Into the Mainstream: Empowering the Multilingual School Community" was held in Brunswick, on October 9, drawing over 150 participants. Several MRC staff presented on a variety of ESL topics and Dr. Peter Negroni, Superintendent of Schools from Springfield, Massachusetts and a member of the Superintendents' Leadership Council, was featured as keynote speaker. The 11th Annual Maine Indian Education Conference was held on May 7 & 8 in Houlton. Over 200 attended the conference "Maine 2000 and the Challenges for Native Education". The MRC also participated in a summer institute on MultiSystem: The Exceptional Bilingual Student, with twenty-five teachers completing the coursework. Training for teachers also included over 35 workshops offered by MRC staff with emphasis on ESL/Bilingual teacher practices on Sheltered Content, Integrated Units, Writing and Shared Composition, Thematic Units, Student materials: Early childhood to children's literature and low-literacy materials at the secondary level. As teachers have become better able to articulate their student's needs to administrators, many of those same

administrators have also requested training. As a result, regional and/or statewide training was delivered to administrators on 7 occasions covering the following topics: Low incidence program delivery, multicultural education, ESL program design and instructional models, student placement, and parental involvement.

Teachers in Maine are concerned about their low-incidence LEP populations and the mainstreaming approaches they can use in the content areas. With no increase of ESL teachers seen in the near future, training for mainstream teachers continues to be a priority to eliminate some of the perceived barriers to instruction. As administrators have expressed, they are being challenged to become inclusive not only in curriculum but also in parental involvement. Maine State superintendents met on a variety of occasions to discuss LEP issues under MRC guidance. As a group they also met with state legislators to discuss the introduction of a state subsidy for schools which provide services to LEP populations. Although they were not able to get the bill formulated in the 1992-93 legislative session, they were able to present their issues and received favorable reactions to such a bill being introduced in the next legislative session for consideration.

NEW HAMPSHIRE

The largest groups of LEP students continue to be located in Nashua and Manchester. Nashua has identified 760 LEP students in the schools, mostly Hispanic. Of that total 245 are receiving ESL services in the 1992-93 school year. The City of Manchester has identified 700 LEP students, 212 of whom are currently receiving services. Private and parochial schools, have many Franco-American students yet they are report very few LEP students.

The largest ethnolinguistic group in New Hampshire is the Franco-American population. One third of the entire population of New Hampshire is of French-Canadian origin from Quebec and the Maritime provinces. 12% of the Franco-American population speaks French in the home. Most of the French speaking population reside in the northern part of the state. Only a few of the Franco-American children who attend public schools are reported in need of assistance with English language proficiency.

The second largest ethnolinguistic population in New Hampshire is classified as Hispanic. An increase of 102% since the 1980 census made New Hampshire's increase in Spanish speaking population the third largest in the nation. The Hispanic population is located principally in Nashua, Manchester and Portsmouth. These Spanish speakers come chiefly from Puerto Rico, and the Dominican Republic with Mexico and some South American countries also represented. Because of budget constraints, school boards are reluctant to designate money for trained ESL teachers, especially areas of very low incidence. The SEA is then asked to train existing

staff to meet LEP needs and the MRC is requested to collaborate with the SEA to provide training and technical assistance services to expand upon the SEA's services, thus increasing the scope and quality of training and technical assistance. Often the collaboration also includes Notre Dame College. The NH Bilingual/ESL Teacher Resource Center in Concord gives LEA's and individual teachers greater access to resources and training. The workshops, institutes, and meetings sponsored or jointly sponsored by this center and other offices or institutions have been effective and well-received. The MRC has assisted with various stages of the development of this center and its materials as well as co-sponsoring and facilitating many of its activities. To meet the needs of geographically distant, low incidence populations, the "Training of Trainers" Institute, begun 1991, has provided advanced ESL facilitator training to a corps of experienced teachers who can better impact to local program delivery in their respective school districts. The MRC staff serve on the advisory board of the TESL program at Notre Dame College and have taught several courses and provided numerous guest lectures each semester. During 1992-93 an MRC staff member taught a graduate course in "Sheltered English" at Notre Dame College. In May, 15 teachers completed a graduate course on "Exceptionality and the Bilingual LEP student".

The status of the SEA and its configuration with Title VII is uncertain at this writing. There are discussions about consolidation of departments, programs and services. As a result of the changes, one full-time position has become vacant with no immediate replacement in sight. The Bilingual/ESL Resource Center will not be

affected this program year by intra-departmental changes for the upcoming program year. The Office of Language Minorities uncertain future clearly bears close watching.

A total of 23 workshops were provided on a variety of topics which included Alternative Assessment, Parent Empowerment and Involvement, ESL Writing, Family Literacy, ESL Computer programs, Reading Assessments, Language Proficiency Assessment, Advanced ESL Teachers methods, and Implementing ESL programs in low-incidence districts.

A writer's retreat aimed at the writing process and teacher's comfort with their own writing was conducted in June with over 25 participants involved in the three day institute.

MRC staff assisted both Manchester and Nashua district administrators in implementing ESL programs. MRC was also involved with the NH Superintendent's Council which resulted in greater collaboration among LEA's and allowing for network building and sharing resources.

VERMONT

The state of Vermont estimates that there are 600 LEP students identified by school districts, however they believe with a new data collection system that the number identified in the future will be double their current report rate. 73 languages are represented by the LEP population which is clustered in Chittenden and Essex counties. Students have been identified in small pockets throughout the state.

The major ethnolinguistic groups in Vermont are Southeast Asian refugees (from Cambodia, Laos and Vietnam) and Franco-Americans. Burlington is a host for the Office of Refugee Resettlement with over 75 Amerasian families currently residing there. The number of Amerasian refugees is expected to increase to over 500 families within the next fifteen months. Over 700 students come from homes where French is spoken and there are currently no bilingual programs in existence. Funding for LEP services and education has not been forthcoming from the state and the local communities. Like many of their counterparts in Northern New England, Vermont educators are experiencing cuts in school programs and have difficulty generating support for additional services.

Although Burlington has the largest LEP population, other LEA's that have requested services from the MRC have included Brattleboro, Montpelier, Milton and Guilford.

Programatically, the identification of LEPs along with support services for mainstream teachers is the current thrust of activity in the LEAs. With over thirty districts reporting LEP populations, the

MRC has been requested to provide technical assistance to school districts. The MRC has assisted many districts to establish procedures for assessing, placing, and instructing LEP students. In collaboration with the SEA, the MRC has provided 8 workshops on the following topics: LEP Special Education Issues, Teaching Science to LEPs, CLOZE Assessment, Sheltered English, Mainstreaming LEPs, and Second Language Methodologies. Administrators have also requested assistance and training was provided on 7 workshop topics which included: Data Collection, Planning for ESL services, Implementing an ESL program, Program Evaluation, and Training for Guidance Counselors on "Issues Affecting LEP Students". The Superintendent's Council has met periodically and as a result of their discussions, there is interest in collaborating regionally on a Title VII Bilingual Education grant for two regions of the state to be submitted for FY-95.

IV. OUTCOMES AND ACCOMPLISHMENTS

OUTCOMES AND ACCOMPLISHMENTS

The MRC's training and technical assistance activities have yielded many outcomes that advance programs for the education of Limited English Proficient students in the service area. Requests for return visits and additional training from MRC staff demonstrate a high level of client satisfaction. Another indicator of the high regard in which the MRC is held, is the large number of appointments of MRC staff to advisory councils, boards, and task forces for the advancement of language minority students within the service area and nationally.

MRC efforts have contributed greatly to an increased interest in providing quality programs for students and a better understanding of what constitutes a quality program. The MRC is responsible for the fact that now, it is not only ESL/bilingual teachers and directors who take responsibility for LEP programs, but increasingly superintendents, principals, other mainstream administrators, and mainstream teachers as well. This represents the fruit of a great deal of MRC work involving administrators and school teams. Increased interest and knowledge in the service area is demonstrated by the fact that there are currently more Title VII applications under development than at any time in the past 10 years. Furthermore, at least 9 "developmental" projects are being considered by LEAs around the region.

Many other outcomes of MRC work to advance programs abound. These include MRC supported efforts in the adoption and

implementation of innovative initiatives such as: special programs for low literate / interrupted education students, transitional content programs, two way developmental programs, whole language programs, parental involvement programs, school team building and others. Many programs have restructured to meet changing student needs and new mandates under MRC guidance.

Many participants in MRC activities are involved in on-site follow-ups. These include formation of district wide LEP teams, or diversity councils, and the co-sponsoring of conferences with the MRC. One group of 7 administrators who attended a semester- long MRC leadership seminar conducted a district needs assessment and co-sponsored addditional training for 80 principals and other administrators. After another MRC admininstrator conference, 15 attendees formed a task force to study LEP issues in their districts and to plan further training for site-based teacher/adminstrator teams.

Therefore, a major outcome of MRC efforts is this capacity building focus. MRC-trained superintendents, directors and teachers are now frequent presenters at conferences and workshops within and outside of the region. Training of trainers activities and MRC coaching have greatly multplied the number of educators reached.

MRC influence is also noticeable at IHEs. As a result of MRC technical assistance and training of the Education Department at Brown University, a new MAT program in ESL is under development. The University of Maine held its first annual ESL conference as a result of the MRC's involvement there.

NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER
FOR
LANGUAGE AND CULTURE IN EDUCATION

A Consortium of:

Brown University
University of Hartford
University of Maine
University of Massachusetts

Dr. Adeline Becker, Director

WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP Leadership for Schools with Diverse Populations

LOCATION Haverhill, MA

PRESENTER Bob Parker & Merlene Samuels DATE 8/24-25, 1993

1. How well was this workshop organized?
   - Very well organized 83%
   - Moderately well organized 17%
   - Poorly organized ____

2. The objectives of this workshop were:
   - Clear 100%
   - Unclear ____

3. The objectives of this workshop were:
   - Adequately accomplished 85%
   - Partly accomplished 15%
   - Not accomplished ____

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 100%
   No ____ Why not? _____

5. How would you rate the overall effectiveness of this workshop?
   - Very effective 98%
   - Adequate 2%
   - Not very effective ____

6. What was the best thing about this workshop?
   Gave us the opportunity to discuss real issues. Chance to express our opinions. Nice mix of description and prescription. Honest exploration of current issues on diversity

7. In your opinion, how could this workshop have been improved?
   More time.

8. Do you have any suggestions for future workshops or followup activities?
   Meetings to talk about application strategies/training by the 2 presentations in our schools.

YOUR POSITION:
- A. TEACHER ____
- B. AIDE ____
- C. PARENT ____
- D. OTHER PROFESSIONAL ____
- E. PROJECT DIRECTOR 2
- F. OTHER ADMINISTRATOR 24
- G. OTHER 4

SCHOOL DISTRICT: _____

NEW ENGLAND MRC, 144 Wayland Avenue, Providence, RI 02906-4384 (401) 274-9548
FAX # (401) 421-7650

NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER
FOR
LANGUAGE AND CULTURE IN EDUCATION

Dr. Adelise Becher, Director

A Consortium of:

Brown University
University of Hartford
University of Maine
University of Massachusetts

WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP Exploring Diversity: Finding Common Ground

LOCATION Bristol, CT

PRESENTER Fran Collignon/Sue Goldstein DATE 6/29/93

1. How well was this workshop organized?
   - Very well organized 100%
   - Moderately well organized ____
   - Poorly organized ____

2. The objectives of this workshop were:
   - Clear 100%
   - Unclear ____

3. The objectives of this workshop were:
   - Adequately accomplished 100%
   - Partly accomplished ____
   - Not accomplished ____

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 100%
   No____ Why not?_____

5. How would you rate the overall effectiveness of this workshop?
   - Very effective 98%
   - Adequate 2%
   - Not very effective ____

6. What was the best thing about this workshop?
   Demonstrations were enlightning-we were placed in the situations of the students.

7. In your opinion, how could this workshop have been improved?
   More specifics on modifying curriculum

8. Do you have any suggestions for future workshops or followup activities?
   Another workshop mid year to asses progress

YOUR POSITION:
- A. TEACHER 20
- B. AIDE ____
- C. PARENT____
- D. OTHER PROFESSIONAL____
- E. PROJECT DIRECTOR____
- F. OTHER ADMINISTRATOR 2
- G. OTHER____

SCHOOL DISTRICT:_____

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NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER
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Dr. Adeline Becker, Director

WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP Multiculturalism Today

LOCATION Norwood, MA

PRESENTER Georgette Gonsalves DATE 11/18/92

1. How well was this workshop organized?
   - Very well organized 96%
   - Moderately well organized 4%
   - Poorly organized ____

2. The objectives of this workshop were:
   - Clear 98%
   - Unclear 2%

3. The objectives of this workshop were:
   - Adequately accomplished 94%
   - Partly accomplished 6%
   - Not accomplished ____

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 100%
   No____ Why not?_____

5. How would you rate the overall effectiveness of this workshop?
   - Very effective 95%
   - Adequate 5%
   - Not very effective ____

6. What was the best thing about this workshop?
   Issues not easy to solve were raised and argued.
   Presenters open to questions and informal

7. In your opinion, how could this workshop have been improved?
   More practical applications

8. Do you have any suggestions for future workshops or followup activities?
   Target specific cultures-dealing with children/parents.

YOUR POSITION:
- A. TEACHER 17
- B. AIDE 1
- C. PARENT___
- D. OTHER PROFESSIONAL___
- E. PROJECT DIRECTOR___
- F. OTHER ADMINISTRATOR 1
- G. OTHER___

SCHOOL DISTRICT:_____

NEW ENGLAND MRC, 144 Wayland Avenue, Providence, RI 02906-4384 (401) 274-9548
FAX # (401) 421-7650

NEW ENGLAND MULTIFUNCTIONAL RESOURCE CENTER
FOR
LANGUAGE AND CULTURE IN EDUCATION

A Consortium of:

Brown University
University of Hartford
University of Maine
University of Massachusetts

Dr. Adeline Becker, Director

WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP Parental Involvement

LOCATION Manchester, NH

PRESENTER B. Don Bouchard DATE 5/17/93

1. How well was this workshop organized?
   - Very well organized 98%
   - Moderately well organized 2%
   - Poorly organized ____

2. The objectives of this workshop were:
   - Clear 98%
   - Unclear 2%

3. The objectives of this workshop were:
   - Adequately accomplished 98%
   - Partly accomplished 2%
   - Not accomplished ____

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 100%
   No____ Why not?_____

5. How would you rate the overall effectiveness of this workshop?
   - Very effective 98%
   - Adequate 2%
   - Not very effective ____

6. What was the best thing about this workshop?
   Discussion of cultural affects on parental involvement; strategies to get parents involved.

7. In your opinion, how could this workshop have been improved?
   None given. Thank you for reinforcing how family involvement is critical to sucess.

8. Do you have any suggestions for future workshops or followup activities?
   More training on multiculturalism

YOUR POSITION:
- A. TEACHER 17
- B. AIDE ___
- C. PARENT___
- D. OTHER PROFESSIONAL___
- E. PROJECT DIRECTOR 2
- F. OTHER ADMINISTRATOR 2
- G. OTHER___

SCHOOL DISTRICT:_____

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A Consortium of:
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University of Massachusetts
University of Vermont

WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP Ecological Assessment
LOCATION Brunswick, ME PRESENTER P. Landurand DATE 10/9/92

1. How well was this workshop organized?
   Very well organized 100%
   Moderately well organized ___
   Poorly organized ___

2. The objectives of this workshop were:
   Clear 100%
   Unclear ___

3. The objectives of this workshop were:
   Adequately accomplished 100%
   Partly accomplished ___
   Not accomplished ___

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 100%
   No ___ Why not?_____

5. How would you rate the overall effectiveness of this workshop?
   Very effective 100%
   Adequate ___
   Not very effective ___

6. What was the best thing about this workshop?
   We have an outline for designing our own assessments now that don't rely on standardized ESL or Mainstream tests. Making us aware of the child's environment in order to truly assess that child.

7. In your opinion how could this workshop have been improved?
   "Cloze" test demonstration
   More time on read/write assessment

8. Do you have any suggestions for future workshops or followup activities?
   Staff development in individual school districts. Multisystem training as a Summer Institute.

YOUR POSITION: A. TEACHER 22 B. AIDE ___
C. PARENT ___ D. OTHER PROFESSIONAL 4
E. PROJECT DIRECTOR 1 F. OTHER ADMINISTRATOR 5
G. OTHER 3

SCHOOL DISTRICT: _____ TITLE VII PROJECT: Yes ___ No ___

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WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP ESL Visual Taxonomy

LOCATION Genesis School, Providence

PRESENTER Jane A. Yedlin DATE 3/10/93

1. How well was this workshop organized?
   - Very well organized 100%
   - Moderately well organized ____
   - Poorly organized ____

2. The objectives of this workshop were:
   - Clear 100%
   - Unclear ____

3. The objectives of this workshop were:
   - Adequately accomplished 100%
   - Partly accomplished ____
   - Not accomplished ____

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 100%
   No____ Why not?_____

5. How would you rate the overall effectiveness of this workshop?
   - Very effective 100%
   - Adequate ____
   - Not very effective ____

6. What was the best thing about this workshop?
   Codifications - sharing common problems and conflicts
   Wonderful insights and suggestions. How to use pictures to teach several language skills.

7. In your opinion, how could this workshop have been improved?

8. Do you have any suggestions for future workshops or followup activities?
   Using "Choices-Families & Schools". Longer to cover the 9 topics,

YOUR POSITION:
- A. TEACHER 2
- B. AIDE 5
- C. PARENT___
- D. OTHER PROFESSIONAL___
- E. PROJECT DIRECTOR___
- F. OTHER ADMINISTRATOR___
- G. OTHER___

SCHOOL DISTRICT:_____

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WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP ESL Overview and Practice

LOCATION Holyoke, MA

PRESENTER Teryl Lundquist DATE 4/28/93

1. How well was this workshop organized?
   - Very well organized 98%
   - Moderately well organized 2%
   - Poorly organized ____

2. The objectives of this workshop were:
   - Clear 100%
   - Unclear ____

3. The objectives of this workshop were:
   - Adequately accomplished 99%
   - Partly accomplished 1%
   - Not accomplished ____

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 100%
   No____ Why not?____

5. How would you rate the overall effectiveness of this workshop?
   - Very effective 97%
   - Adequate 3%
   - Not very effective ____

6. What was the best thing about this workshop?
   Familiarization with new trends in ESL

   The cooperative learning groups and brainstorming

7. In your opinion, how could this workshop have been improved?
   Case studies that reveal the effectiveness of the methodology

   used. More examples of use in the classroom and developing units.

8. Do you have any suggestions for future workshops or followup activities?
   More specifics about materials, units and ideas for classroom use.

YOUR POSITION:
- A. TEACHER 21
- B. AIDE ___
- C. PARENT___
- D. OTHER PROFESSIONAL___
- E. PROJECT DIRECTOR___
- F. OTHER ADMINISTRATOR___
- G. OTHER___

SCHOOL DISTRICT:____

The Commonwealth of Massachusetts
University of Massachusetts - Boston
100 Morrissey Boulevard
Boston, Massachusetts 02125 - 3393

WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP PORTFOLIO ASSESSMENT 5/12/93
LOCATION Somerville PRESENTER C.Walsh DATE

1. How well was this workshop organized?
   Very well organized 100%
   Moderately well organized ___
   Poorly organized ___

2. The objectives of this workshop were:
   Clear 100%
   Unclear ___

3. The objectives of this workshop were:
   Adequately accomplished 90%
   Partly accomplished 10% (time constrair
   Not accomplished ___

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 85%
   No 15% Why not? need more sessions like this one
   *need system support and/or resource person to help guide process

5. How would you rate the overall effectiveness of this workshop?
   Very effective 95%
   Adequate 5%
   Not very effective ___

6. What was the best thing about this workshop?
   *examples
   *gave step by step process
   *drew from our experience
   *made process as well as research and rationale clear

7. In your opinion how could this workshop have been improved?
   *more sessions (2 were cancelled due to snow)
   *more time

8. Do you have any suggestions for future workshops or followup activities?
   More sessions to guide us while we begin the process of portfolio assessment in our classrooms

YOUR POSITION: A. TEACHER 40 B. AIDE ___
C. PARENT ___ D. OTHER PROFESSIONAL ___
E. PROJECT DIRECTOR 1 F. OTHER ADMINISTRATOR 1
G. OTHER ___

SCHOOL DISTRICT: Somerville TITLE VII PROJECT: Yes ___ No x

New England Multifunctional Resource Center (617) 287-7335/Fax (617) 287-7654

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WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP Learning Assessment

LOCATION Smith Hill Library

PRESENTER Francine Collignon DATE 5/22/93

1. How well was this workshop organized?
   - Very well organized 100%
   - Moderately well organized ____
   - Poorly organized ____

2. The objectives of this workshop were:
   - Clear 100%
   - Unclear ____

3. The objectives of this workshop were:
   - Adequately accomplished 100%
   - Partly accomplished ____
   - Not accomplished ____

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 100%
   No____ Why not?_____

5. How would you rate the overall effectiveness of this workshop?
   - Very effective 100%
   - Adequate ____
   - Not very effective ____

6. What was the best thing about this workshop?
   The informal atmosphere along with the sharing of learning and teaching experiences. Learner diary-all the handouts.

7. In your opinion, how could this workshop have been improved?
   Longer allowing more discussion between participants

8. Do you have any suggestions for future workshops or followup activities?
   Whole language workshops, teaching techniques, culture of students

YOUR POSITION:
- A. TEACHER 6
- B. AIDE 1
- C. PARENT___
- D. OTHER PROFESSIONAL___
- E. PROJECT DIRECTOR___
- F. OTHER ADMINISTRATOR 1
- G. OTHER 1

SCHOOL DISTRICT:_____ 130

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WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP Understanding the Needs of Recently Mainstreamed Bilingual/ESL Students

LOCATION McKay School-Fitchburg, MA

PRESENTER Maria Pacheco DATE 5/26/93

1. How well was this workshop organized?
   - Very well organized 88%
   - Moderately well organized 12%
   - Poorly organized ____

2. The objectives of this workshop were:
   - Clear 98%
   - Unclear 2%

3. The objectives of this workshop were:
   - Adequately accomplished 83%
   - Partly accomplished 17%
   - Not accomplished ____

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 98%
   No 2% Why not? Principals and guidance counselors

5. How would you rate the overall effectiveness of this workshop?
   - Very effective 81%
   - Adequate 17%
   - Not very effective 2%

   Unfortunately this workshop was suppose to have had 15 participants and 51 attended.

6. What was the best thing about this workshop?
   Hearing what works in the classroom with these children, what doesn't and why. Need to believe that ALL children can learn!

7. In your opinion, how could this workshop have been improved?
   Much smaller would have been more effective. Spread material over more workshops so topics could be broken down so that more in-depth discussion could occur in each topic area.

8. Do you have any suggestions for future workshops or followup activities?
   When to place Bilingual children in English Special Education Program What the criteria is.

YOUR POSITION:
- A. TEACHER 41
- B. AIDE 3
- C. PARENT ____
- D. OTHER PROFESSIONAL 4
- E. PROJECT DIRECTOR ____
- F. OTHER ADMINISTRATOR 2
- G. OTHER ____

SCHOOL DISTRICT: ____

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WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP Project Praise-District Sharing

LOCATION Brown University

PRESENTER Adeline Becker DATE 6/9/93

1. How well was this workshop organized?
   - Very well organized 99%
   - Moderately well organized ____
   - Poorly organized ____

2. The objectives of this workshop were:
   - Clear 100%
   - Unclear ____

3. The objectives of this workshop were:
   - Adequately accomplished 100%
   - Partly accomplished ____
   - Not accomplished ____

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 100%
   No____ Why not?_____

5. How would you rate the overall effectiveness of this workshop?
   - Very effective 97%
   - Adequate 3%
   - Not very effective ____

6. What was the best thing about this workshop?

   Getting ideas of the district plans from other school districts

7. In your opinion, how could this workshop have been improved?

   More time

8. Do you have any suggestions for future workshops or followup activities?
   LEP regulations to understand parameters of programming

YOUR POSITION:
- A. TEACHER 3
- B. AIDE ____
- C. PARENT ____
- D. OTHER PROFESSIONAL 2
- E. PROJECT DIRECTOR 3
- F. OTHER ADMINISTRATOR 14
- G. OTHER ____

SCHOOL DISTRICT:_____

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Dr. Adeline Becker, Director

Y

WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP Instrumental Enrichment

LOCATION Brown University

PRESENTER Shannon Almquist DATE 8/16-20, 1993

1. How well was this workshop organized?
   - Very well organized 99%
   - Moderately well organized 1%
   - Poorly organized ___

2. The objectives of this workshop were:
   - Clear 99%
   - Unclear 1%

3. The objectives of this workshop were:
   - Adequately accomplished 99%
   - Partly accomplished 1%
   - Not accomplished ___

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 100%
   No ___ Why not? ___

5. How would you rate the overall effectiveness of this workshop?
   - Very effective 99%
   - Adequate 1%
   - Not very effective ___

6. What was the best thing about this workshop?
   Making the connection between the cognitive skills and practical applications. Methodology-allows non-cultural items used with group of varying abilities.

7. In your opinion, how could this workshop have been improved?
   Spread it out over more days

8. Do you have any suggestions for future workshops or followup activities?
   Levels II and III of Instrumental Enrichment

YOUR POSITION:
- A. TEACHER 10
- B. AIDE ___
- C. PARENT ___
- D. OTHER PROFESSIONAL 1
- E. PROJECT DIRECTOR ___
- F. OTHER ADMINISTRATOR ___
- G. OTHER ___

SCHOOL DISTRICT: ___

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WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP CABE Conference-Bilingual SPED-Pre-referral Process
LOCATION Meriden, CT PRESENTER M. Portuondo DATE 10/22/92

1. How well was this workshop organized?
   Very well organized 100%
   Moderately well organized ___
   Poorly organized ___

2. The objectives of this workshop were:
   Clear 100%
   Unclear ___

3. The objectives of this workshop were:
   Adequately accomplished 100%
   Partly accomplished ___
   Not accomplished ___

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 100%
   No ___ Why not? ___

5. How would you rate the overall effectiveness of this workshop?
   Very effective 100%
   Adequate ___
   Not very effective ___

6. What was the best thing about this workshop?
   Screening using all the appropriate steps and expertise of a team for proper placement.

7. In your opinion how could this workshop have been improved?
   Show a video of a team in action- a "visual" working model.

8. Do you have any suggestions for future workshops or followup activities?
   Go into a school system as in-service or CEU's workshop for all teachers.

YOUR POSITION: A. TEACHER 10 B. AIDE ___
C. PARENT ___ D. OTHER PROFESSIONAL 1
E. PROJECT DIRECTOR 1 F. OTHER ADMINISTRATOR 1
G. OTHER 1

SCHOOL DISTRICT: ___ TITLE VII PROJECT: Yes ___ No ___

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CATHERINE WALSH MRC

EVALUATION FORM

Addressing The Needs of Students Limited Formal Schooling

The Chapter 1 Dissemination Project

December 8, 1992

Please fill out and return this form before leaving today's session.

Please rate the following statements:	**Strongly agree**				**Strongly disagree**
The workshop was informative	23	6	1		
The information was presented clearly	25	4	1		
The material was relevant to my needs	16	12	2		
The presenter was interesting, enthusiastic and motivating	27	2		1	
The knowledge gained from this workshop will be useful in my classroom instruction	17	11	2		
The workshop facilities were satisfactory	8	12	5	1	3
Refreshments were good	5	7		1	

Additional Comments

Very informative session. She was extremely well prepared. I enjoyed it very much and I learned a great deal in a short time.

There were more people than the room could comfortably accommodate. I got too warm.

Presenter could have used more time.

Excellent - relevant presentation.

Speaker was well prepared, responsive to questions, interesting and varied in tone and materials used. Commited to kids learning!

Exceptional! A very enjoyable and learning experience. Could easily have been longer!

Could have used more time in order to provide additional practical implications.

Arrangements for this workshop should be repeated at a closer facility to metropolitian people who work with foreign /bilingual students as soon as possible.

Could have liked more concrete materials to bring back to my ESL classroom (less introduction).

[illegible] showed how to develop different methods [illegible] emphasized "empathy" towards

BEST COPY AVAILABLE

bilingual students and their needs!

Excellent ideas!

Especially enjoyed the picture (photo) novel.

Appreciated realistic "nitty - gritty" approach and attitude.

A more specific description and examples of "interdisciplinary way" would be helpful. Please consider that many teachers are these "additional" teachers and are not always able to convince "regular education" teachers. ESL, bilingual teachers firmly believe in what you have said and demonstrated.

FIRST ANNUAL RHODE ISLAND PRINCIPALS' LEADERSHIP CONGRESS ON EDUCATING LANGUAGE MINORITY STUDENTS

May 25, 1993

Sheraton Tara
Airport Hotel Warwick

SUMMARY

EVALUATION FORM

1. In general the program was:

92% Excellent 8% Good ___Fair

2. The content of the presentations was:

89% Very Useful 11% Useful ___Not Useful

Why? Realistic, timely and ideas/solutions exchanged were very helpful. Practical applications, programs and methods.

3. The format of the Congress was:

87% Excellent 13% Good ___Fair

Why? Informal format provided for interesting and informative discussions. Getting input from other principals regarding the problems with which we all encounter.

4. Which session(s) did you most benefit from? Keynote speaker Dr. Peter Negroni was excellent!

Why? His insight regarding education in the future and the changes which will take place. Very dynamic speaker.

5. Do you have suggestions for future Principals' Congresses or follow-up activities? Staff development activities related to ESL. Topics dealing with changes in education at the administrative school level. More support and assistance and interactive sessions to continue this positive change.

6. Additional Comments:

Your District

FIRST ANNUAL NEW ENGLAND SUPERINTENDENTS' LEADERSHIP ACADEMY FOR TEACHERS

at

BROWN UNIVERSITY

April 1-2, 1993
Crystal Room, Alumnae Hall
Brown University

EVALUATION FORM

Please assist us in evaluating the Academy by completing this form. Thank you.

Position / District 20 Teachers - 1 Coordinator - 3 Superintendents

1. In general the Academy's program was:

97% **Excellent** 3% **Good** ____ **Fair** ____ **Poor**

2. The content of the presentations was:

100% **Very Useful** ____ **Useful** ____ **Not Useful**

Why? It brought to the surface many concerns we have and gave us the unique opportunity to express them to the administrators

3. How well did the Academy address your needs and respond to the concerns you expressed in your application?

97% **Very Well** 3% **Partially** ____ **Not at all**

Which of your concerns was best addressed? How to integrate bilingual LEP students with the regular mainstream programs

4. How do you feel you have benefitted most from the Academy ?
Exposure to other Bilinugal/ESL programs and various new methodologies.

5. Additional Comments: This was a most inspirational, educational Institute. A wonderful opportunity for teachers, administrators and best of all our own students.

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WORKSHOP EVALUATION FORM

TOPIC OF WORKSHOP Two Way Bilingual Education Symposium
LOCATION Massachusetts PRESENTER _____ DATE 1992

1. How well was this workshop organized?
   Very well organized 100%
   Moderately well organized ___
   Poorly organized ___

2. The objectives of this workshop were:
   Clear 100%
   Unclear ___

3. The objectives of this workshop were:
   Adequately accomplished 100%
   Partly accomplished ___
   Not accomplished ___

4. Will you be able to apply the information presented at this workshop in your classroom?
   Yes 100%
   No ___ Why not? _____

5. How would you rate the overall effectiveness of this workshop?
   Very effective 100%
   Adequate ___
   Not very effective ___

6. What was the best thing about this workshop?
   Discussion by grade level. Hearing how other two way programs are working and how to make changes in our program and what to change

7. In your opinion how could this workshop have been improved?
   Classroom demonstrations with students in a variety of subjects. Materials, books etc. displayed from various companies.

8. Do you have any suggestions for future workshops or followup activities?
   Organizing and developing a two way program on grade level.

YOUR POSITION:
A. TEACHER 17 B. AIDE ___
C. PARENT ___ D. OTHER PROFESSIONAL ___
E. PROJECT DIRECTOR 2 F. OTHER ADMINISTRATOR 2
G. OTHER ___

SCHOOL DISTRICT: _____ TITLE VII PROJECT: Yes ___ No ___

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DESIGNING AN EDUCATIONAL PROGRAM FOR LOW-INCIDENCE NUMBERS OF LIMITED ENGLISH PROFICIENT STUDENTS

For Administrators Meeting the Educational Needs of Linguistic Minority Students

Part 1 of the Training Module:
Developing Appropriate Educational Programs for Low-Incidence Numbers of LEP Students

1993

Robert C. Parker
Resource Specialist

NEW ENGLAND MRC, *144 Wayland Avenue, Providence, RI 02906-4384 (401) 274-9548*
FAX# (401) 421-7650

DESIGNING AN EDUCATIONAL PROGRAM FOR LOW-INCIDENCE NUMBERS OF LEP STUDENTS

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A PROGRAM PROCESS GUIDE

For Administrators Meeting the Educational Needs of Linguistic Minority Students

Part 2 of the Training Module:
Developing Appropriate Educational Programs for Low-Incidence Numbers of LEP Students

1993

Robert C. Parker
Resource Specialist

NEW ENGLAND MRC, *144 Wayland Avenue, Providence, RI 02906-4384 (401) 274-9548*
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A PROGRAM PROCESS GUIDE

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Topic	Author	Title	Source
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Written evaluations by participants at MRC activities also document a high degree of client satisfaction. Most participants indicate a desire for more workshops and additional time with MRC staff. In ongoing training series many teachers report their progress in implementing techniques demonstrated by MRC trainers. Some MRC training involves innovative demonstration lessons and on- site coaching.

Written products are another outcome of MRC training. Position papers, mission statements, handbooks, manuals and newsletters reflect MRC staff collaboration with client groups. This has been a particularly fruitful source of information on program administration for Task 6 dissemination to other MRCs.

The most innovative of the MRC's activities during the contract year was the New England Superintendents' Leadership Council. Of all MRC activities it has had the most far-reaching effects in advancing programs for language minority students. Each participating superintendent is in a position to effect district wide changes, potentially improving conditions for thousands of students. The section that follows is devoted to a description of the Leadership Council's 1992-93 activities and accomplishments.

The New England Superintendents' Leadership Council

During the funding year 1992-1993, the New England MRC at Brown University continued to support the innovative *New England Superintendents' Leadership Council, A Consortium for Educating Language Minority Students.* The *Council* was originally organized during the 1986-1989 funding cycle through a collaboration of the New England MRC and the six LEP Coordinators at the New England State Departments of Education. The *Council* was developed (1) to develop the knowledge of regional superintendents about current issues and practices for providing appropriate educational services for language minority students enrolled in their districts and (2) to encourage and support capacity building for meeting the educational needs of LEP enrollments in the schools of Council members.

There are three especially unique characteristics of this service provided regional educational administrative personnel. *First*, the target superintendents are provided consultation and training by the New England MRC staff as they act as agents of change in their school districts. The New England MRC staff provides resources and direct technical assistance to those Council members requesting it. *Second*, the MRC staff supports educational leadership by superintendents about LEP issues. The MRC encourages the participating superintendents to present to other superintendents at regional and national conferences about the changes they are making at the local level to improve educational service to language minority students and to describe the efforts of the Council to make positive

educational change in the region for LEP students. *Third*, this training and technical assistance approach has emphasized change through collaboration between IHEs, SEAs, individual superintendents, and the *Superintendents' Leadership Council.*

The singular capabilities of the New England MRC allow staff members to coach individual superintendents as they prepare and practice for presentations, to support training activities for superintendents, and identify resource requests by *Council* members.

Accomplishments

The New England MRC has assisted in the development and convening of the activities of the *New England Superintendents' Leadership Council*; fostered the collaboration between regional IHEs, and SEAs, individual superintendents, and the *Council*; and, identified a wide range of resources for Council members.

(1) Annual Regional Institute

The New England MRC continues to convene the annual Superintendent's Institute in Newport, RI. in collaboration with the regional SEAs and the Council. MRC staff assisted in identifying focus issues and presenters, as well as organizing the format of the Fifth Institute, which took place on June 23, 24, and 25, 1993.

Close to 100 regional superintendents attend the Institute along with regional state department of education commissioners and coordinators, several MRC directors, superintendents from other parts of the United States, students, social-agency practitioners, and representatives of the US Department of Education.

This year's Institute continued activities introduced last year:

•Twelve new participants attended a special orientation workshop provided by Advisory Board member John Correiro (Superintendent of Schools in Fall River, MA) and MRC staff members

•Superintendents from other regions of the United States attended to learn how to establish a Leadership Council in their region or state. Superintendents from Florida, Illinois, Kansas, New Jersey, and New York attended the Institute with representatives of the MRC in Service Areas #'s 2, 3, 5 and 7.

•The recipient of the Leadership Award was Tom Edwards, the Superintendent of Schools in Portland, Maine.

The evaluations from attendees were excellent as were the numerous positive suggestions by attendees about the content of next year's Institute.

(2) Four Yearly Advisory Board Meetings

The New England Superintendents' Leadership Council is governed by a Board of Directors. During FY 1992-1993, the following superintendents were board members:

James Connelly, Superintendent of Bridgeport, Connecticut (Co-Chair)
Paul Danyow, Superintendent of Burlington, Vermont (Co-Chair)
John Correiro, Superintendent of Fall River, Massachusetts
John DeGoes, Superintendent of East Providence, Rhode Island
Henry LaBranche, Superintendent Salem, New Hampshire
Peter Negroni, Superintendent of Springfield, Massachusetts
J. Brian Smith, Superintendent Maine Indian Education

The New England MRC assisted board members in organizing and convening the four yearly Advisory Board meetings.

The Fall meeting of the Advisory Board took place on October 17, 1992 in Nantucket, MA. Reviewing the year's activities and accomplishments, planning state-affiliate meetings, initial planning for the June 1993 Institute and planning a new activity, the Superintendents' Teacher Academy for the April 1993 were the main agenda items.

The Winter meeting of the Advisory Board took place on January 29, 1993 in Boston, Massachusetts. This meeting established the format and application process for the Teacher Academy and further planning for the June 1993 Institute.

Bridgeport, Connecticut was the venue for the Spring meeting of the Advisory Board which took place on May 14, 1993. The Board members reviewed the evaluations for the April 1993 Academy and planned for a future Academy in 1994. The main focus of the meeting was the final planning for the June Institute.

Upon conclusion of the Institute in June, the Council's Advisory Board had its final meeting of this funding year to debrief about the Institute and plan the agenda for the October Board meeting, which will take place in Nantucket, Massachusetts. The Advisory Board discussed its relationship with the new Desegregation Assistance Center situated at Brown University, establishing new criteria for the Leadership Award, and the expansion of Board membership in the future. The board elected Marylou McGrath (Superintendent of Public Schools in Cambridge, Massachusetts) to the Board to replace John Correiro who is leaving the superintendency of Fall River, Massachusetts to direct the new Desegregation Assistance Center.

(3) Newsletter

The Innovator is a quarterly newsletter produced by the *New England Superintendents' Leadership Council* with the assistance of the New England MRC. It is edited and disseminated by the Council, with the collaborative support of the MRC and regional SEAs. The newsletter contains articles written by Council members and information highlighting Council activities. Each issue emphasizes a topic of concern to superintendent who are initiating positive change in program design and instruction for LEP enrollments. MRC staff, with resources from NCBE, work with superintendent authors in collecting resources for their articles. This past year *The Innovator* authors addressed such issues as: Chapter 1 and LEP Students, Changing Regional Demographics, Surviving Budget Cuts: Opportunities for LEP Populations, Interstate/Interagency Cooperation, Preventing Gang Violence, and Education Reform: Quality Education for All Students. Regular features of the newsletter are columns on "Promising Practices," (which are reports from the field by Council members), "Activity Up-Date" and "Noteworthy" bullets of information.

(4) On-site Assistance

The close relationship between the MRC and Council members has led to an expansion of consulting and training services to regional LEAs. At the request of Council members, MRC staff have provided workshops and technical assistance to both administrators (e.g., assistance superintendents, program directors, principals, department heads) and teachers about current programmatic, instructional and assessment practices for LEP enrollments.

Consequently, during this past funding year, MRC staff led workshops and provided technical assistance in numerous rural low-incidence school districts in Vermont, New Hampshire, Maine, Massachusetts and Connecticut which were not interested in MRC service in the past.

Again, regional superintendents who have received support from New England MRC have requested MRC staff to present at state-affiliate Council meetings. This past year MRC staff presented an all-day workshop on low-incidence program options for Council members in Maine and Vermont; collaborative and inclusionary models in New Hampshire and Connecticut; and, structured immersion in Massachusetts.

(5) Council Membership Expansion

The staff of the New England MRC has continued to assist the *New England Superintendents' Leadership Council* and its Advisory Board to identify and recruit new members for the *Council.* The MRC has facilitated the Advisory Board's efforts to develop information packets about the Council and distribute them at various MRC activities as well as conferences and seminars in the region.

The MRC staff continued to support the Advisory Board in identifying prospective Council members with the assistance of the regional SEA representatives. During FY 1992-1993, the Council focused on superintendents with first-time LEP enrollments and emerging population enrollments,

(6) State Affiliates Meetings

During FY 92-93, the state affiliates of the New England Superintendents' Leadership Council held at least two meetings, and some states held four and five meetings. State affiliates meetings are convened by the Board member for that state with the assistance of the MRC. Meetings focus on state or local issues of concern to participants, such as state credentials for bilingual and ESL teachers, upgrading required courses for ESL/Bilingual endorsement, supervising mainstream teachers with LEP enrollments, LEP students with low-literacy and minimal schooling in the home language, and LEP enrollments with strong social English skills but low proficiency in academic English. Meetings always include a needs assessment activity. This year, MRC staff members assisted Council members in organizing collaborating state-affiliate meetings about cultural issues relating to violence in public schools, proficiency assessment, and LEP service delivery through collaborative efforts. MRC staff attend all state-affiliate meetings.

The MRC continues to support state affiliate members in their ongoing attempts to initiate dialogue between the Commissioners of Education (at the six regional state departments of education) about LEP issues and funding for low-incidence programs for LEP enrollments.

(7) Dissemination and Regional-National Presentations About the Council

Besides assisting the Advisory Board in distributing information packets about the *Council*, during FY 1992-1993, MRC staff members supported educational leadership by Council members

by assisting participating superintendents in presenting to other superintendents at regional and national conferences.

Two Council members and a member of the New England MRC, in collaboration with MRC 8, presented at the National Association of Bilingual Education in February, 1993. Again, MRC staff members presented about the *Council* at the OBEMLA Training of Trainers Institute in Washington, DC in July.

In the region, Council members presented at the Massachusetts Chapter I Conference in November (1992), led and ad hoc meeting on LEP issues at the Massachusetts State Board members conference at Hyannis in November (1992), and presented at the Regional Title VII Conference in Sturbridge, MA in November (1992). During FY 92-93, Council members presented to their colleagues at state superintendent's organizations meetings about the Council:

•Board member Henry LaBranche (Salem, NH) presented to NH superintendents at the annual commissioner's meeting with superintendents in October 1992.

•John Correiro (Fall River) and Peter Negroni (Springfield) presented to Massachusetts State Boards Association members in November 1992.

•John Correiro (Fall River) and James Leornard (Lynn) shared information to the Massachusetts School Superintendents' Committee about the Council's agenda in January 1993.

•Peter Negroni (Springfield) and James Scully (Lawrence) presented to the Massachusetts Association of School Superintendents steering committee in January 1993.

•Peter Negroni (Springfield) presented at the Maine ESL Conference in October.

•Edward J. Maher (Bristol) presented the goals of the Council as Chair of the Connecticut Association of Urban Superintendents in October 1992.

•James Connelly (Bridgeport) has presented to the Southern Fairfield County Superintendents' Association in February 1993.

•Tom Edwards (Portland) presented several times at Maine State Department of Education budget meetings about funding for LEP enrollments in both rural and urban districts. He has coordinated several of his colleagues on the Council to attend and testify at these meetings.

Other MRCs continued to request information about the Council during the funding year. The Council invited all MRC directors and selected superintendents in their regions to attend the June Institute. Two Board members and a member of the MRC staff presented to 15 Florida superintendents at Sanibel, Florida in July (1993). This Institute was convened by MRC 5.

Board members have continued to act as resources to the offices of U.S. Senators Claiborne Pell (Rhode Island) and George Mitchell (Maine).

Advisory Board Co-chair James Connelly was quoted in *Education Weekly* in an article about language minorities and equity in the United States (February 17, 1993).

(8) Networking Amongst Council Members

The New England Multifunctional Resource Center continued to facilitate networking amongst *Council* members with similar needs and identified for other members those superintendents who are currently making programmatic changes similar to theirs. Usually the networking takes place at state-affiliate meetings. In Vermont,

the superintendent of Burlington assisted the superintendents of Brattleboro in hosting a workshop series for five districts surrounding Brattleboro with low-incidence enrollments. Nine Rhode Island superintendents visited Springfield. Massachusetts where board member Peter Negroni is implementing inclusionary programs for LEP students. In Maine, the Portland Superintendent provided staff members from his district to several low-incidence districts to assist them in writing Title VII grants. In Massachusetts, Maine and New Hampshire, the Council newsletter is distributed with the newsletters of the state associations of school superintendents.

(9) On-going Identification of Needs

The staff of the New England MRC continued to facilitate the collection of information about the programmatic needs of *Council* members by

- helping Board Members identify needs information at each state-affiliate meeting of the *Council.*

- conferencing continuously with regional SEA and IHE representatives concerning the needs of districts and individual *Council* members.

- conducting a needs assessment activity at the end of the June (1993) institute.

The needs information is always reviewed with Council Advisory Board members before planning state-affiliate and Institute activities.

(10) Mini-Clearinghouse Activities: Identification and Sharing of Resources

During the FY 92-93, MRC staff continued to assist the Council in identifying and disseminating information about resources to assist participants in meeting the programmatic and academic needs of linguistic minority students.

The MRC cooperated with the Advisory Board in developing packets of information about changing demographics in the region, sheltered content instruction, and a Program Process Guide for low-incidence districts. Also, during state-affiliate meetings and at the June Institute brochures and publication announcements from NCBE were shared with all participants.

(11) Title VII Project CARES

The staff of the New England MRC works very closely with Project CARES, also situated at Brown University. Project CARES (Cooperative Approaches to Responsive Education for Superintendents) is a Title VII short term training grant which provides training activities to New England superintendents with LEP enrollments. This past year, in collaboration with the EAC-East, the MRC assisted the Project CARES staff in developing a case-study evaluation activity for determining the effect of Project CARES on the districts of selected superintendents receiving training support from the Project.

The New England MRC collaborated with Project CARES and EAC-East, in convening a training session for superintendents and data collectors from their districts about ethnographic and case-study data collection for a summative evaluation. Bridgeport

(Connecticut), Burlington (Vermont), East Providence (Rhode Island), and Fall River (Massachusetts) were represented with EAC at this activity.

(12) Superintendents' Teachers Academy

One of the major Council of FY 1992-1993 was the first annual New England Superintendents' Leadership Academy for Teachers which was held at Brown University on April 1 and 2. This innovative event was planned and implemented by the Advisory Board of the Council in collaboration with staff members of the New England MRC. Four districts (Bridgeport, CT, East Providence, RI, Fall River, MA, and Springfield, MA,) were identified as "pilot" sites. Applications were sent to selected teachers from each district. Five teachers were chosen to make a district team which included the superintendent of that district.

The rationale for the Academy:

1. The superintendents felt the need for a closer working/problem-solving relationship between on-site staff and the superintendent.

2. The Academy would provide an opportunity for superintendent to provide a rationale for service delivery for LEP enrollments directly to the service provider; and, to describe his/her goals and objectives of services for LEP students.

3. The event would provide an opportunity to candidly discuss local issues re LEP students and services.

4. In the long run, the Academy would have a positive impact on a district because superintendent will have a dialogue with principals so that the principals will include the change agents in site-based management activities.

The Goals of the ACADEMY were to:

1. assist participants in identifying the current issues and needs in educationalprograms for linguistic minorities

2. identify selected successful strategies for dealing with LEP education issues

3. provide a safe environment for candid and serious discussion of issues and concerns of Academy participants

4. provide an opportunity for participants to develop a Team identify by practicing problem solving at the Academy

5. provide an opportunity for Teams to develop action plans to make positive change for LEP enrollments in their school districts

6. facilitating the implementation of the action plans by on site Team meetings

7. document positive change for LEP enrollments in target districts

Although members of the New England MRC joined the Task Teams, Facilitating the activities, Team leadership was assumed by the superintendent of each district.

The evaluations for the Academy by the participants were very high: 97% found the program excellent, 100% found the content useful, and 97% felt the Academy met their needs.

THE INNOVATOR

A Publication of The New England Superintendents' Leadership Council and The New England MRC / Brown University

Volume 1, No. 4 Fall 1992

Smooth Sailing in Newport!: The Fourth Annual New England Superintendents' Summer Institute

On June 24 - 26, 1992, the New England Superintendents' Leadership Council held its Fourth Annual Summer Institute at the Newport Harbor Hotel in Newport, RI. More than one hundred superintendents and administrators representing State Departments of Education in the six New England states participated in the three day Institute. Each year the Institute focuses on issues relating to the needs of Language Minority Students, the fastest growing group within the school-age population of this country.

This year's program included presentations by Nguyen Ngoc Bich, Acting Director of the Office of Bilingual Education and Minority Language Affairs, US Department of Education, Mary Jean LeTendre, Director of Compensatory Education, US Department of Education, Lilian Sotolongo Dorka, Attorney Advisor to the Assistant Secretary, US Department of Education, Office for Civil Rights, and the Commissioners of Education from Connecticut, Massachusetts and Rhode Island. Superintendents participated in discussions of the latest research in the field of second language acquisition at presentations by Dr. David Ramirez and Dr. Ana Celia Zentella. Panels comprised of superintendents and State Department of Education representatives responded to the various presentations. Smaller sessions devoted to the issues specific to High Incidence populations and Low Incidence populations met the varying regional needs.

The Advisory Board of the New England Superintendents' Council voted to recognize the special achievements of a superintendent in promoting program excellence for language minority students. The Board, co-chaired by **James Connelly**, Superintendent of Schools, Bridgeport, CT and **Paul Danyow**, Superintendent of Schools, Burlington, VT, with fellow superintendents: **John Correiro**, Superintendent of Schools, Fall River, MA, **John DeGoes**, Superintendent of Schools, East Providence, RI, **Peter Negroni**, Superintendent of Schools, Springfield, MA, **Henry LaBranche**, Superintendent of Schools, Salem, NH, and **J. Brian Smith**, Superintendent of Schools, Maine Indian Education recognized **Superintendent George Counter** as the first recipient of the New England Superintendents' Leadership Award. The Award was presented on the last day of the Institute. Mr. Counter, who has recently left the superintendency of Holyoke, MA to become Superintendent of Schools in Thomaston, CT is a strong advocate of quality language minority education and has been an active leader in promoting successful practices to meet the needs of this population.

National interest in the accomplishments of the Council has been growing. This year superintendents from Texas and Pennsylvania attended the Institute with the intent of using it as a model for organizing similar activities in their own states. Feedback from Institute participants has attested to its unqualified success.

The Superintendents' Summer Institute is sponsored by the New England Multifunctional Resource Center for Language and Culture in Education (MRC) at Brown University, Project CARES (a TitleVII grant received by the Department of Portuguese and Brazilian Studies at Brown University from the US Office of Education), and the six New England State Departments of Education. The Institute is one of the New England Superintendents' Leadership Council's innovations for meeting regional needs. In so doing, the Council serves as a national model for bringing to the forefront the issues of educating language minority students who may be placed at risk. The Council's objectives are: leadership and advocacy, recruitment and training of new superintendents, and dissemination of information.

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Summer Institute Highlights

At a conference with so many distinguished participants and presenters, it is indeed difficult to select "highlights". This year's Summer Institute provided Council members with a unique opportunity to interact with key government representatives from Washington, DC, State Commissioners of Education, and top researchers in the field of bilingual education. Feedback from participants showed appreciation for all the sessions and presenters; however, the session ***Chapter 1 and the LEP Student*** was determined to be one of the most important and probably the most controversial. This presentation was the result of the Council's long-standing effort to clarify access to Chapter I programs for LEP students.

Moderated by James Connelly, Superintendent of Schools in Bridgeport, CT and Co-chair of the Leadership Council, the session provided presentations by Mary Jean LeTendre and the six New England State Chapter I Directors. Ms. LeTendre assured the audience of superintendents that her office will take the most reasonable and flexible position on the issue of Chapter I funding for LEP students, provided that these students are first given access to all available state and local programs, in accord with the federal supplementary services requirement. She reiterated that superintendents do not have to wait for the re-authorization process to do most of what they want to do for LEP students with Chapter I funds.

Referring to a study by her office entitled *Providing Chapter 1 Services to LEP Students*, Ms. LeTendre indicated that there are two basic procedures by which LEP students can be selected for Chapter I services. The first is the "sequential approach" which allows entrance only after the LEP student has attained English proficiency. This approach, she indicated, is not the most desirable because many LEP students would be deprived of Chapter I services. She noted, "If you wait until they are proficient in English, then it is too late, especially when you look at the research in bilingual education that speaks to the five to seven years it takes to develop full proficiencies in English."

The second, and more desirable approach, is the "simultaneous program approach" which allows LEP students to participate in Chapter I services much sooner. This approach allows districts to select LEP students using a variety of assessment procedures: teacher judgment, criteria-referenced measures, checklists, tests in students' home language, etc. Reliance on English standardized tests is not always appropriate and, given the unavailability of many native language tests, multi-assessment procedures are best. Ms. LeTendre stressed that no audit problems would result if staff made a reasonable effort to identify needs. She reminded the group that while LEP students' participation in Chapter I programs must be based on their educational deprivation, not solely on lack of proficiency in English, many of these students do qualify.

Ms. LeTendre's presentation was followed by discussion from the six New England Chapter I state directors. Their remarks helped to highlight problems and solutions to one of the Leadership Council's major agenda items.

New England Superintendents were very fortunate this year to have the State Commissioners of Education from the three southern New England states join them at the Summer Institute. Commissioner Peter McWalters of Rhode Island brought greetings from the host state and gave an inspiring account of his vision of education in this country and the direction to take in order to achieve a positive educational outcome for all students. Commissioner Robert Antonucci of Massachusetts and Commissioner Vincent Ferrandino of Connecticut eloquently described their goals for the education of LEP students in their respective states. Each of the three commissioners is newly appointed and their presence at the Summer Institute was a testament to their commitment to LEP issues as well as an important step in determining avenues of communication among administrators on the concerns of LEP students. The Council also was pleased that Elizabeth Twomey, Deputy Commissioner of Education in New Hampshire was present at the Institute to represent her state. The newly appointed Commissioner of Education in Maine, Leo Martin, attended the Institute in his former role as Superintendent of Schools in Kennebunk, ME. Commissioner Martin has been an active member of the Council, and his participation as Commissioner is warmly welcomed. The Council looks forward to continued dialogue with the commissioners on language minority student issues. Commissioners from all six New England states will be encouraged to participate in their State Superintendents' Meetings and to attend the Summer Institute in Newport next year.

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Noteworthy

John Correiro, Superintendent of Schools in Fall River, MA and Bob Parker, Resource Specialist at the New England MRC presented an orientation session for new Council members at the Summer Institute in Newport, RI. A packet of information on the following topics was presented by Bob Parker: *Nomenclature Associated with Educational Services for Limited English Students - Student Populations, Proficiency Levels, Sufficient and Appropriate Service, Alternate Program Models, Low Incidence - High Incidence Populations, Sheltered English Instruction and Newcomer Models.* This packet of information is available from the New England MRC.

Just a sample of some important information to note:

Demographic Shift in New England Region
Linguistic Minority Increases Reported in 1990 Census

Rhode Island -
Largest increase of Hispanics (133%) and Asians (246%) in the United States
New Hampshire -
Second largest increase of Asians (219%) in US
Massachusetts -
Hispanic population increased by 103%
Maine -
Asian population increased by 130%; Hispanics by 37%
Connecticut -
Asians increased by 170% and Hispanics by 72% (although the state population grew by only 6%)
Vermont -
Linguistic Minority population grew at almost 4 times that of the rest of the state population.

Promising Practices

As part of a presentation on *"Surviving Budget Cuts: Opportunities for LEP Populations"*, featured at the New England Superintendents' Summer Institute in Newport, RI, **Claire Sheff, Superintendent of Schools in Hull, Massachusetts** described the pro-active approach to budget problems that her school system is undertaking. Superintendent Sheff has written a ten point Plan to regain public confidence in the Hull school system and demonstrate the kind of substantive change that will attract financial support. "Our Mission in Hull is to provide an educational program of the highest quality that prepares each student to develop as an individual, to be a moral person, a socially responsible citizen and a productive member of society." Developed by a planning team of faculty and administrators with staff and student input, this Mission Statement was adopted by the School Committee and became the first building block for change.

The components of the Plan are:
1. The Mission Statement
2. Shared Decision Making
3. Inclusive School Climate
4. Scheduling Flexibility
6. Themes
7. Grading and Assessment of Student Progress
8. Staff Development
9. Parents as Active Partners
10. Community Support

Based on the components of this plan, Superintendent Sheff has initiated a public relations program that has promoted the Hull Public Schools as a system which is responsive to the needs of all its students, faculty and staff, and which is committed to positive change within the schools and the communities. Her program has resulted in an impressive array of innovative ways of attracting resources and using them in ways that effect change. Superintendent Sheff enthusiastically shared her successes with the other superintendents attending the Summer Institute. Hull Public Schools also has a video presentation which effectively demonstrates how the Superintendent's plan was put into action.

For more information on the Hull Public Schools Plan, contact:
Superintendent Claire Sheff
Hull Public Schools
Hull, MA 02045

The New England Superintendents' Leadership Council
carries out its goals through state meetings, presentations at local, regional and national conferences, a newsletter which is published quarterly and the Summer Institute in Newport, RI.
For information on Council activities contact the Advisory Board Council Member in your state, or call The New England MRC at Brown University.

Take Note!

The New England Multifunctional Resource Center at Brown University

has relocated its offices to:

144 Wayland Avenue
Providence, RI 02906

Our Telephone # is still:
(401) 274-9548

Our Fax # is still:
(401) 421-7650

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COUNCIL ACTIVITY UP-DATE

Summer - Fall 1992

June 24-26, 1992 -
New England Superintendents' Fourth Annual Summer Institute, Newport, RI.

June 26, 1992 -
The six New England states each held a State Superintendents' Meeting, Newport, RI

September 29, 1992-
Rhode Island State Meeting, Warwick, RI. Discussion of LEP In-Take Centers and Project PRAISE, a Masters Program at Brown University for LEP administrators.

Institute Evaluations

Based on the completed Superintendents' Summer Institute evaluation forms: **100%** of those responding thought the Institute's **program was Excellent**; **94%** found the **content of the presentations very useful**; **95%** thought the Institute **completely addressed their district needs.**

Suggested topics for future Summer Institutes:
- Drop-out prevention for LEP students
- Use of Chapter I funds and other resources
- Updates on research and demographic trends

Please Note
New address
The New England MRC
at Brown University
144 Wayland Avenue
Providence, RI 02906

Looking Ahead

October 16-17, 1992 -
Superintendents' Council Advisory Board Meeting Nantucket, MA.

October 28, 1992-
Maine State Meeting, Augusta, ME. New State Commissioner of Education Leo Martin will participate in a discussion of projected revisions in the school funding formula and how LEP students will be affected.

November 5, 1992 -
New England MRC Title VII Regional Workshop for LEP Directors, Sturbridge, MA.

New England Superintendents' Leadership Council
A Consortium for Educating Language Minority Students

Advisory Board

James Connelly, Co-Chair
Bridgeport, CT
Paul Danyow, Co-Chair
Burlington, VT

Adeline Becker, Convener
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Fall River, MA
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J. Brian Smith
Maine Indian Education
Calais, ME

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THE INNOVATOR

A Publication of The New England Superintendents' Leadership Council and The New England MRC / Brown University

Volume 1, No. 1 Winter 1992

The Council and Project CARES

The **New England Superintendents' Leadership Council: A Consortium for Educating Language Minority Students** was created in 1989 following the first New England Superintendents' Summer Institute in Newport, RI. Sponsored by the New England Multifunctional Resource Center for Language and Culture in Education at Brown University (MRC), the Institute brought together superintendents from the six New England states to discuss: Ways for Establishing Effective Schools for At-Risk LEP (Limited English Proficient) Students. With the success of the first Summer Institute and the enthusiasm of the attending superintendents for continuing activities to promote understanding and awareness of the needs of LEP students, the New England Superintendents' Leadership Council became a permanent organization, the first of its kind in the United States.

The Council is governed by a rotating advisory board comprised of a minimun of one superintendent from each state and the Director of the New England Multifunctional Resource Center at Brown University. The six regional State Education Agency (SEA) representatives participate in an *ex officio* capacity. As its title indicates, the primary objective of the Council is **leadership** and **advocacy** at local, regional, and national levels in the presentation of issues concerning the education of language minority students. Related objectives are: **recruitment** of new superintendents for participation in sponsored programs, **organization of forums** for the exchange of ideas, **training** of new superintendents in topics directly related to the instruction of LEP students, and **dissemination** of information about successful practices for meeting the needs of LEP students.

In order to carry out its objectives, the Council sponsors and participates in various activities throughout the year. **A Superintendents' Summer Institute** is held annually in June, in Newport, RI for the purpose of introducing new Council members to LEP and multicultural issues and providing a forum for previous members to discuss successful practices. At the 1991 Summer Institute, more than seventy superintendents participated, and Rita Esquivel, Director of the Office of Bilingual Education and Minority Affairs, was a guest speaker. **State meetings and workshops** are held at least twice each year to complement the Summer Institute and serve the individual needs of each state (See: *Council Activity Up-Date* for more specific information concerning state meetings.). Council members are encouraged to make presentations at meetings and conferences locally, regionally and nationally to promote the activities and practices of the Council. ***The Innovator***, the Council's newsletter is published quarterly. Future issues will contain articles by a Council member on a topic of relevance to the education of language minority students. Regular features of *The Innovator* are: *Council Activity Up-Date, Looking Ahead, Promising Practices and Noteworthy.* The **Council Advisory Board** meets three times each year to plan future activities for individual states and for the Summer Institute.

In 1991, the Leadership Council through Brown University, received a grant from Title VII of the U.S. Office of Education for Project CARES: Cooperative Approaches to Responsive Education for Superintendents. **Project CARES**, in conjunction with sponsorship from The New England MRC at Brown University, has enabled the Council to continue to meet its regional goals and serve as a national model for bringing to the forefront issues concerning multiculturalism and the education of LEP students.

Promising Practices

As a result of participation in the Superintendents' Leadership Council, New England Superintendents have become increasingly more innovative in their approaches to meeting the needs of Limited English Proficient students. In each issue of *The Innovator*, we will focus on one Superintendent's initiative in promoting *Promising Practices*. If you have news to share, please contact Nancy Levitt-Vieira at the New England MRC. In this issue, **Paul Danyow**, Superintendent of Schools in Burlington, VT and Co-Chair of the Advisory Board of the New England Superintendents' Leadership Council, describes his involvement with The "New Americans" Conference.

• • •

The "New Americans" Conference, was held in Burlington, Vermont on June 12, 1991. In an attempt to seek broad-based community awareness and involvement, a Planning Committee was formed to examine the critical needs of immigrants and refugees. The Committee planned and conducted a day-long *"New Americans" Conference* which drew a diversity of participants from the business, political, and educational segments of Chittenden County. While the Conference was designed as an education/awareness activity, participant evaluations indicated that the opportunity for exchange of information and collaborative

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Council Activity Up-Date
Spring 1991-Fall 1992

June 26-29, 1991 -
Third Annual Superintendents' Leadership Council Summer Institute, Newport, RI

September 13-15, 1991 -
Superintendents' Council Advisory Board Meeting, Nantucket, MA

September 25, 1991 -
Connecticut State Meeting, University of Southern Connecticut. Superintendents meet with University and College Deans to discuss credentialing of ESL teachers and the development of college level programs to meet certification requirements.

November 13, 1991 -
Rhode Island State Meeting, Warwick, RI. Superintendents review Newcomer School Model, and establish Newcomer Task Force.

November 15, 1991 -
Vermont State Meeting, Burlington, VT. Superintendents discuss current practices in service design for Bilingual/ESL students.

November 16, 1991 -
Maine State Meeting, Bangor, ME. Superintendents meet with Senator Mitchell who agrees to use the Council in an advisory capacity.

December 9, 1991 -
Rhode Island State Meeting, Warwick, RI. Follow-up meeting of Superintendents and Bilingual Directors to react to Task Force findings on statewide implementation of Newcomer School Model.

December 13,1991-
Maine State Meeting, Portland, ME. Follow-up to discussions with Senator Mitchell.

December 18, 1991 -
Massachusetts State Meeting, Worcester, MA. Superintendents discuss Chapter I / LEP interface and State LEP program models.

January 24, 1992 -
Superintendents' Council Advisory Board Meeting, Cambridge, MA.

January 29-February 1, 1992-
NABE Conference, Albuquerque, NM. 7 Council Members present: "Superintendents as Advocates for Language Minority Populations".

Looking Ahead

June 24-26, 1992 - Superintendents' Summer Institute, Newport, RI

• • •

Superintendents on the Council are making presentations at the following Conferences:
AASA, Feb. 20-23, 1992
San Diego, CA
MABE, March 6-8, 1992
Leominster, MA
NSBA, April 25-28, 1992
Orlando, FL

Networking

The New England Multifunctional Resource Center for Language and Culture in Education (MRC), one of 16 multifunctional support centers funded by the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs, provides staff development and technical assistance to educators of Limited English Proficient (LEP) students and members of language minority communities throughout the six New England states. The New England MRC is a consortium of Brown University, the University of Hartford, the University of Maine, and the University of Massachusetts. Each of the four consortium universities serves as a focal point from which training activities radiate. The core staff at Brown University maintains responsibility for coordinating all New England MRC services. Services and activities include: inservice training, group presentations, , courses and work-shops for university credit, direct consultation and technical assistance, library resources, literacy information mailings, etc. Packets of materials on such topics as: Literacy, ESL, Bilingual Education, Cooperative Learning, Multiculturalism, Parent and Community Involvement, etc. are available from the MRC. All MRC services are gratis. For information, please contact a staff member at any of our four sites:

Brown University
880 Butler Drive, Suite 9
Providence, RI 02906-4829
(401) 274-9548 / FAX# (401) 421-7650
Jane A. Yedlin, Assistant Director/Training Coordinator

University of Hartford
South Cottage
200 Bloomfield Avenue
West Hartford, CT 06117
(203) 286-5221 / FAX# (203) 768-5220
Carmen Alicia Cancel, IHE Coordinator

University of Maine
150 Shibles Hall
Orono, ME 0446
(207) 581-2428 / FAX# (207) 581-2423
David Veilleux, IHE Coordinator

University of Massachusetts
250 Stuart Street
Room 1201
Boston, MA 02116
(617) 287-7335 / FAX# (617) 426-7854
Dr. Catherine Walsh, IHE Coordinator

(Continued from pg. 1 column 3)
planning was perhaps the most significant outcome. The Conference provided a forum for exchanging experiences and ideas. A panel on "Becoming an American" was facilitated by Heidi Western (Consultant, Cultural Affairs Program, Vermont State Department of Education) with panelists from Vietnam, Mexico, and the Soviet Union. The keynote address, "Anything is Possible in America" was given by The Honorable Madeleine Kunin, former governor of Vermont. Three one-hour workshop sessions presented new perspectives on such topics as: *Coming to America, Immigrant Experience in Historical Perspective, Effectively Teaching English Communication Skills*, etc. The Planning Committee invites other interested members of the community to join them in future efforts to increase understanding and awareness of the needs of "New Americans". Please contact Paul Danyow or Vicki Hornus, Director Special Services, Burlington, VT, for further information.

Please direct Comments and Reactions to Nancy Levin-Vieira at The New England MRC, Brown University. Your involvement is welcome!

New England Superintendents' Leadership Council
A Consortium for Educating Language Minority Students

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THE INNOVATOR

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Volume 2, No. 1 Winter 1993

Interstate/Interagency Cooperation: Preventing "Gang Violence"

In accordance with the Council objectives of leadership, advocacy, dissemination of information, and school district interaction, Superintendents in Connecticut and Rhode Island attended Council meetings where cooperative presentations were made on the impact of "gang violence" on the various cultural groups in their districts.

At the December 8, 1992 RI Superintendents' Meeting in Warwick, RI, 10 superintendents heard presentations by James Connelly, Superintendent of Schools, Bridgeport, CT and Detective Rafael Villegas of the Bridgeport Police Department. Also in attendance was Detective Lieutenant John Reis of the Providence Police Department - Juvenile Division. At the December 10, 1992 Connecticut State Superintendents' Meeting at Wesleyan University, 14 superintendents, several administrators, 2 representatives from the Bridgeport Police Department, a representative from the Connecticut State Police, a staff member of Hartford High School (Dr. Felix Rodriguez), and a representative from the Hispanic Health Council of Hartford, CT (Dr. Norma Boujouen) participated. The intent of the presentations was to increase the awareness of the attending superintendents to the effects of "gang violence" on linguistic minority students, and to brainstorm with peers and members of other community agencies about successful strategies for confronting this issue.

Students of diverse linguistic and cultural backgrounds are often the most vulnerable victims of gang violence and recruitment. The fears and lack of self esteem which enable this victimization is often the result of being treated like an "outsider." While gangs are an obvious problem in larger urban communities, demographics show that all communities need to be concerned. A first step in the prevention of "gang involvement" is for the school and community to work together to create an environment where students are encouraged to take pride in their diversity.

Superintendents received valuable information on how to detect the presence of gangs in their schools, on programs throughout New England which already exist to counteract "gang involvement", and on the importance of interagency communication when dealing with this issue. In both states, superintendents were anxious to continue dialoguing across state and agency lines, and future meetings focusing on this issue will be planned.

For further information on the content of these meetings, please contact James Connelly, Superintendent of Schools, Bridgeport, CT, Norma E. Boujouen, Project Coordinator of the Hispanic Health Council, Hartford, CT (203) 527-0856, or the New England MRC at Brown University (401) 274-9548.

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The New England Multifunctional Resource Center
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Brown University
is now located
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144 Wayland Avenue
Providence, RI 02906

(401) 274-9548
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Chapter I Up-Date

Council members enjoyed a unique opportunity to interact with key government representatives from Washington, DC at the Fourth New England Superintendents' Summer Institute, held in Newport, RI on June 24-26, 1992. The presentation, *Chapter I and the LEP Student*, was determined to be one of the most important and probably the most controversial sessions of the Institute. This presentation was the result of the Council's long-standing effort to clarify access of LEP students to Chapter I programs. During the discussion, Mary Jean LeTendre, Director of Compensatory Education programs, U.S. Department of Education referred to a 1991 study published by the Department of Education, Office of Policy and Planning, entitled *Providing Chapter I Services to LEP Students*. Excerpts from the Executive Summary of this report follow:

BACKGROUND

This study had two purposes. First, it was to describe local procedures for implementing the requirements of Chapter 1 regarding selection of limited English-proficient (LEP) students for Chapter 1. Second, it was to describe the types of services provided to LEP students through Chapter 1. Case studies of 14 school districts in six states were conducted to assist the U.S. Department of Education in formulating appropriate guidance for school districts in providing Chapter 1 services to LEP students.

SELECTING LEP STUDENTS FOR CHAPTER 1

Teacher judgments are used more frequently to select LEP students than English-proficient ones for Chapter 1. In most cases, teachers judge whether LEP students are capable of taking English-language achievement test, and, in other cases, teacher judgment is sufficient to select a student when no primary-language achievement test is available.

STATE POLICIES AND PROCEDURES

Few of the visited states make more than modest efforts to inform their districts that LEP students may be served in Chapter 1. Coordination between Chapter 1 and language services for LEP students is rare at the state level; the two programs exist separately with different histories and agendas.

DESIGN OF LOCAL CHAPTER 1 AND SPECIAL LANGUAGE PROGRAMS

...Districts usually fit into one of two models for selecting LEP students for Chapter 1 that parallel these two perspectives:

•LEP students in *sequentially ordered services* districts need to reach a prescribed level of English language proficiency before being assessed for Chapter 1.

•LEP students in *simultaneous services* districts are eligible to receive Chapter 1 services and language services for LEP students simultaneously.

ADEQUACY OF CHAPTER 1 SELECTION PROCEDURES FOR LEP STUDENTS

Three criteria of adequacy were applied to the Chapter 1 selection procedures for LEP students:

•whether the procedures can distinguish between lack of English-language proficiency and educational deprivation;

•whether the procedures are comparable to the extent they lead to the selection of English proficient and LEP students for Chapter 1 services who have similar needs; and

•whether the procedures result in the selection of roughly proportional numbers of LEP and English-proficient students into Chapter 1.

RECOMMENDATIONS

•Guidance provided to districts should specifically note that Chapter 1 can provide ESL services, but those services must be clearly supplementary to ESL services funded by other sources.

•Districts that use Chapter 1 funds to supplement other ESL instruction must justify that they select LEP students for Chapter 1 ESL services based on educational needs that are in addition to lack of English-language proficiency.

•The U.S. Department of Education should encourage development of native language assessment instruments to determine language-independent basic skills proficiencies.

•Local Chapter 1 administrators should be required to provide assurances in their applications that service patterns and models have been designed in coordination with administrators from language services programs.

•State Chapter 1 directors should be required to provide assurances that (1)requirements for serving LEP students are disseminated to local projects, (2) monitoring procedures include appropriate provisions to assess whether the requirements are being met, and (3) the state office is prepared to assist districts that have difficulty meeting the requirements.

•Chapter 1 personnel should systematically use data from sources such as education histories, informal assessments, and classroom performance to select LEP students for Chapter 1 until the inadequacies of achievement tests for these students are rectified.

This report, in its entirety, is available, free of charge, from the Education Department, Office of Policy and Planning, 400 Maryland Ave., SW, Room 3127, Washington, DC 20202, (202)401-0590.

Noteworthy

At the October 1992 Superintendents' Council Advisory Board Meeting in Nantucket, MA, superintendents expressed an interest in developing a Council activity that would present an opportunity for direct interaction between superintendents and members of their teaching staff. This interest has grown into an exciting new endeavor on the part of the Council:

Superintendents' Leadership Academy for Teachers at Brown University
Promoting Cultural Diversity in the Classroom

Superintendents from across the New England region will attend the Academy with five members of their teaching staff to be chosen through an application process. The superintendents will take a leadership role in the Academy program, developing a philosophical vision as well as practical goals for the education of Language Minority Students in their districts. Participants will represent a cross-section of teaching staff: ESL, Bilingual, Mainstream, and Guidance. Concerns related to the education of Language Minority Students which are expressed by applicants will be addressed at various Interest Group Sessions. The Program will also allow for sessions during which Superintendents meet with participants from their respective districts to develop a customized plan for implementing positive changes in the education of Language Minority Students in the participant's own school. Follow-up procedures will be outlined, and participants will be expected to become leaders in their schools and/or districts.

The first **Superintendents' Leadership Academy for Teachers at Brown University** will take place on April 1-2, 1993. Six superintendents from five of the New England states will train thirty teachers. The Academy is scheduled to become an annual event of the Council. Superintendents who are interested in participating in a future Academy with members of their staff can obtain more information from their state Council Advisory Board member or from the New England MRC.

Promising Practices

At the request of Maine Superintendents, J. Brian Smith, Superintendent, Maine Indian Education, Calais, ME and Advisory Board member of the Superintendents' Leadership Council, organized a one day conference in Bangor, ME on *"Teaching Language Minority Children in Maine: The Fundamental Issues."* The conference which took place on January 8, 1993 was sponsored by the Maine Department of Education, The New England Superintendents' Leadership Council and the The New England Multifunctional Resource Center.

More than twenty administrators, including eleven superintendents, attended the sessions which were designed to present and analyze four different models that are currently being used in the state. Auburn, ME, Mexico, ME and Sanford, ME presented "low incidence" models, while Portland, ME presented a "high incidence" model. Bob Parker of the New England MRC led a discussion which analyzed each model presented by the superintendents.

Maine superintendents are taking the initiative not only by organizing and making presentations at this event which concentrated on teaching the language minority population in their state, but by utilizing a formal mechanism for sharing experiences and successful strategies with each other. This collaborative approach to the issues involved in teaching language minority students promises to be very effective.

The New England Superintendents' Leadership Council is pleased to welcome **Myrella Lara** as its new Connecticut State Department of Education liaison. Ms. Lara is responsible for the Bilingual State Grant, Title VII, and Language Acquisition issues.

Ms. Lara can be contacted through:
Office of Urban and Priority School Districts
State Department of Education
165 Capitol Ave.
Hartford, CT 16106
(203) 566-7856

COUNCIL ACTIVITY UP-DATE

Fall 1992 - Winter 1993

October 1 & 22, 1992 -
Vermont Training Activities: Administrators as Change Agents for LEP Students
October 16-17, 1992 -
Superintendents' Leadership Council Advisory Board Meeting, Nantucket, MA
October 20, 1992 -
Rhode Island State Superintendents' Meeting, Warwick, RI. ESL Teacher Education and Certification Issues discussed with administrators of RI College
October 28, 1992 -
Maine State Superintendents' Meeting with new State Commissioner of Education, Leo Martin
November 4, 1992 -
Vermont Training Activities for Administrators on Compliance Issues and Program Design
November 5, 1992 -
New England MRC Title VII Regional Workshop for LEP Directors, Sturbridge, MA
November 6, 1992 -
Massachusetts Superintendents' Planning Meeting, Hyannis, MA
November 17, 1992 -
Rhode Island State Superintendents' Meeting, Providence, RI. Follow-up on ESL Teacher Education
December 8, 1992 -
Rhode Island State Superintendents' Meeting, Warwick, RI. "Strategies for Preventing Gang Violence", Superintendent of Bridgeport, CT is guest speaker.
December 10, 1992 -
Connecticut State Superintendents' Meeting, Middletown, CT with Commissioner of Education, Vincent Ferrandino. Program organized by Superintendent of Bridgeport, CT: "Strategies for Preventing Gang Violence"
January 8, 1993 -
Maine State Superintendents' Meeting, Bangor, ME "Issues of Program Design for LEP students"
January 29, 1993 -
Superintendents' Leadership Council Advisory Board Meeting, Boston, MA

Looking Ahead

March 4, 1993 -
Massachusetts State Superintendents'Meeting at MABE Conference, Leominster, MA

April 1-2, 1993 -
Superintendents' Leadership Academy for Teachers at Brown University, Providence, RI: *Promoting Cultural Diversity in the Classroom*

New England Superintendents' Leadership Council
A Consortium for Educating Language Minority Students

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THE INNOVATOR

A Publication of The New England Superintendents' Leadership Council and The New England MRC / Brown University

Volume 2, No. 2 Spring 1993

EDUCATION REFORM: Quality Education for All?

by

John R. Correiro

Massachusetts is the latest of a host of states to enact "Education Reform" legislation, a decision spawned in large part by "A Nation At Risk" and a changing demographic reality. Education Reform has been implemented in states from Oregon to Maine, with each effort being ballyhooed as "the" formula for preparing our students for the 21st century. Fueled by legislative mandates that say essentially that "While additional money is needed to upgrade our schools, money isn't the only answer to Education Reform."

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Massachusetts' efforts are characterized by a number of major legislative changes in the areas of higher academic goals for students and greater accountability for teachers and principals. Reform is expected to be achieved through tougher, measurable academic standards rooted in curriculum frameworks designed to guide educators while advanced, performance-based assessments test the results.

The quality of teaching is to be addressed through a change in tenure laws and collective bargaining, through early retirement incentives, through emphasis on professional development, through the recruitment of high quality teachers and through an alternative certification plan designed to attract professionals and college graduates who might otherwise not opt for a teaching career.

The Massachusetts effort seeks to reduce the influence of School Committees in the hiring process, limiting their role to the hiring of Superintendents and Assistant Superintendents, and providing principals with an opportunity to hire their school staff subject to approval of the Superintendent of Schools. The Superintendent, in turn, will negotiate the contract of principals.

All of these key features are supported by a Foundation budget which will guarantee that every school system reach a "foundation budget" of at least $5,550 over the next seven years. The Commonwealth's commitment to education will be doubled over that time to a minimum of $1.2 billion.

While the Massachusetts law outlines a vast array of major changes and exacts a high level of accountability from both students and educators, the enormous financial underpinnings of the bill are less clear. Currently the debate rages over where the money will be found to finance the bill in 1993-94. Statewide, $175 million is required and neither the House nor the Senate budget included the money. There is also no guaranteed future funding. Thus, Education Reform in Massachusetts which combines important legislative changes in the way schools function with the promise of significant funding, is, in fact, linked inexorably to massive financial support to assure success.

An important Massachusetts issue which has not been adequately addressed is that of equity and the need for bilingual education. While language in the bill emphasizes that educational reform will benefit all students, the Massachusetts Bilingual Education law is effectively eliminated and the responsibilities of the former

Transitional Bilingual Bureau distributed throughout the restructured Department of Education. This remains an important concern in the education of LEP students as the new law moves toward implementation.

If funding does not continue as proposed in Massachusetts, Education Reform efforts are doomed to failure.

At this crossroads it becomes critical to pause and consider the implications of the implementing the projected changes. While legislative reform efforts are useful and to a degree necessary to assure that all school systems are directed toward the same goal of school improvement, it is equally necessary to assure funds for these efforts.

While much discussion has taken place about and around Education Reform in recent years, much has also been accomplished by dedicated school systems committed to school improvement. Partnerships have been forged with business and industry and with higher education. An emphasis on school-based management models, parental and community involvement, and long-range planning are yielding measurable results already. Instructional techniques, focusing on e.g. cooperative learning, integrated curricula, writing across the curriculum, hands-on science, are being implemented outside the realm of legislative mandates and are showing educational growth and statistical gains. School systems are seeing drop-out prevention programs, substance abuse prevention programs, and an array of remedial and preventive education and social efforts paying off.

As we reflect upon Education Reform and its structural, substantive, and fiscal promises we ought to remember that it is necessary but only when viewed in concert with what so many school systems and their constituencies have already undertaken. Reform efforts will succeed not because of legislative mandates but because educators know what is right to do.

***John R. Correiro** is Superintendent of Schools in Fall River, MA. He is a member of the Advisory Board of the New England Superintendents' Leadership Council, and a long-time advocate for language minority students on the local, state, and national levels.*

Massachusetts Vision Statement

As Superintendent Correiro points out above, the needs of language minority students are not adequately addressed in the Massachusetts Reform legislation. These needs can no longer be ignored. To emphasize these shortcomings, following is an excerpt from a "vision statement" published by the Massachusetts Coalition for Bilingual Education, and endorsed by the Massachusetts Association for Bilingual Education (MABE) Executive Board: "Massachusetts has seen major growth in its linguistic minority population in the last decade. Hispanics grew by 104% becoming the largest minority in the state. The Asian population has nearly tripled. The changing ethnic composition has had a major impact on schools throughout the Commonwealth. In fact, in several districts, linguistic minorities are now the majority. This shift demands not only that schools address the educational needs of almost 100,000 students who speak languages other than English but also that educational leaders rethink policies, programs, and curriculum for the entire student population."

Superintendents' Leadership Academy for Teachers at Brown University
Promoting Cultural Diversity in the Classroom

The first Superintendents' Leadership Academy for Teachers at Brown University took place on April 1-2, 1993. From all reports, the Academy was a great success! The teams, which were selected through an extensive selection process, were comprised of teachers and their Superintendents from four New England school districts. The groups participated in intensive discussions and long-term planning sessions.

To obtain information about participation in next year's Academy, contact the Council Advisory Board member from your state or call the New England MRC (401-274-9548).

Noteworthy

As of July 1, 1993, Brown University will be the new regional site for the federally-funded **Desegregation Assistance Center (DAC)**. The New England DAC is one of ten such centers located nationwide. Working hand in hand with the Brown based New England Multifunctional Resource Center for Language and Culture in Education, (MRC) and the New England Superintendents' Leadership Council, the DAC will add another dimension to technical assistance with its focus on race, gender, and national origin equity issues.

The DAC will be located in the same building as the MRC at 144 Wayland Avenue, Providence, RI 02906. Mail can be sent to the DAC at this address. A telephone number will be available after July 1, 1993.

Honorary Degree Awarded to RI Superintendent

John DeGoes, Superintendent of Schools, East Providence, Rhode Island and a member of the Advisory Board of the New England Superintendents' Leadership Council, received an honorary degree on May 22, 1993 at the Rhode Island College Commencement exercises. Superintendent DeGoes was being recognized for initiating programs and providing support for language minority students and their families.

Promising Practices

Visitors to Springfield Public School System Look at Inclusionary Programs

On May 11, 1993, six Rhode Island Superintendents (John DeGoes, Edward Myers, Guy DiBiasio, Henry Tarlian, Thomas Sweeney, and David Heimbecker) and two staff members of the Rhode Island Department of Elementary and Secondary Education (Virginia daMota and Phil Zarlengo) visited the Springfield Public School System as guests of Superintendent Peter Negroni to look at the comprehensive inclusion projects that have been successfully implemented in a number of schools. The Rhode Island delegation was met by Kate Fenton, Springfield's Inclusion Grant Coordinator, who led the group on a tour of some of the inclusion schools.

One stop on the tour was the Mary Walsh School (grades K-5), where the inclusion model involves bilingual and monolingual English teachers and students working in the same classroom sharing activities, curriculum, and integrated and interdisciplinary instruction whenever appropriate. This type of inclusion model can also be referred to as a Two-Way Bilingual Program Model because it promotes bilingualism in both monolingual English-speaking students and students whose first language is other than English. The monolingual and bilingual faculty are viewed as co-teachers in that classroom setting. The culture and language of all students are incorporated into the curriculum and the students study both language and content area material in their first and second language.

The spirit of inclusion was abundantly evident at all the schools visited by the Rhode Island group. The principals from Springfield were extremely knowledgeable about the integrated programming design of this model and were thus able to provide teachers with the necessary support. The co-teachers in the program worked extremely well together, and could attest to the success produced as a result of the considerable time and commitment that they have given to the program. Parents were invited to join the Rhode Island delegation for lunch, clearly highlighting the kind of collaborative support that exists between parents and the staff of the Springfield Public School System.

This kind of interaction among superintendents of neighboring states is a strength of the Superintendents' Leadership Council and reflects a healthy outlook for the future of our schools.

COUNCIL ACTIVITY UP-DATE

Spring 1993 - Summer 1993

March 2, 1993 -
Rhode Island State Superintendents' Meeting, Warwick, RI.
March 4, 1993 -
Massachusetts State Superintendents' Meeting held at MABE
March 12, 1993 -
Maine State Superintendents' Meeting, Portland, ME
April 1-2, 1993 -
Superintendents' Leadership Academy for Teachers, Brown University, Providence, RI
April 20, 1993 -
Rhode Island State Superintendents' Meeting, Warwick, RI.
April 24, 26, 27, 1993 -
Northern Maine Training Activities for Administrators - Low incidence Districts
May 4, 1993 -
Upper Vermont Training Activities for Administrators: Low incidence populations
May 5, 1993 -
Lower Vermont Training Activities for Administrators: Low incidence populations
May 11, 1993 -
RI Superintendents visit Springfield, MA Schools
May 14, 1993 -
Superintendents' Leadership Council Advisory Board Meeting, Bridgeport, CT
May 28, 1993 -
New Hampshire State Superintendents' Meeting, Concord, NH
June 11, 1993 -
Connecticut State Superintendents' Meeting, Hartford, CT
June 19, 1993 -
Fall River, MA - Academy Follow-up: Cambodian Cultural Day
June 23, 1993 -
Fall River, MA - Academy Follow-up: Release day for planning
June 23-25, 1993 -
Fifth Annual Superintendents' Summer Institute, Newport, RI
June 28-30, 1993 -
Bridgeport, CT - Academy Follow-up: Planning Retreat
September 17, 1993 -
Springfield, MA - Academy Follow-up: Release day for planning

Looking Ahead

October 15-16, 1993 -
New England Superintendents' Leadership Council Advisory Board Meeting, Nantucket, MA

October 28, 1993 -
New England MRC Title VII Regional Workshop for LEP Directors, Sturbridge, MA

New England Superintendents' Leadership Council
A Consortium for Educating Language Minority Students

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V. EDUCATIONAL ENVIRONMENTAL CHANGES AND CURRENT ISSUES

EDUCATIONAL ENVIRONMENTAL CHANGES AND CURRENT ISSUES

New England, a region of intense immigration and impacted inner cities, is one of the most ethnically diverse regions in the country. In fact, according to the 1990 census:

- Rhode Island experienced the largest percentage increase (246%) of Southeast Asians and Hispanics (133%) in the U.S.
- New Hampshire had the nation's second largest increase of Asians (219%) and 103% increase of Hispanics
- Massachusetts' Hispanic population grew by 104%
- Maine's Asian population grew 130% and its Hispanic population by 37%
- Connecticut's Asian population grew 170%, its Hispanic population by 72% while the state's overall population grew by less than 6%
- Even Vermont saw its language minority population grow at a rate almost four times that of the rest of the state.

Predictions of future regional demographic trends indicate that new populations of LEP students are expected from Southeast Asia, Central America, Haiti, Cape Verde, Puerto Rico, Colombia, the Dominican Republic, and Brazil. Record numbers of LEAs in the region have become majority minority systems with respect to the number of LEP enrollments. MRC training efforts throughout the six states continue to respond to this ongoing influx of new populations

by working closely with LEAs and SEAs to plan and implement training and technical assistance that will appropriately address these changing needs.

The New England MRC's service delivery plan is a reflection of its flexibility in scheduling, its philosophy of cooperative planning and its outreach efforts, exemplified by the numerous conferences, symposia, institutes, training of trainers and courses offered by its staff.

While Title VII projects continue to receive priority attention, the MRC does not lose sight of the fast-growing LEP populations, which are most often found in state and locally funded programs. By redoubling its efforts to encourage LEAs to apply for Title VII funding so that experimentation and innovation could be better supported, the MRC has been gratified by the record number of Title VII submitted and funded projects over the past year.

While New England's diverse LEP populations are burgeoning, the region continues to experience one of the most devastating economic downturns in its history. Local and state educational agencies are retrenching, cutting back LEP related services and furloughing staff, making it more imperative than ever to collaborate for more efficient program support and service implementation. To facilitate this process, the MRC's November, 1992 Title VII Directors' Regional workshop focused on "Collaboration for Educational Change." Panels discussed ways to plan for and manage cooperative alliances for language minority events. Follow-up state meetings served as strategy sessions for planning collaborative ventures and seminars in all six states.

Multi-district offerings that combine the needs of neighboring LEAs for strategic workshop sessions continue to be encouraged. Fewer single events are being scheduled in favor of more intensive, longer duration, high-impact training. One issue that has been addressed in this multi-district fashion is the inexperience of LEAs across the region in providing appropriate service to the huge numbers of older students arriving at middle and high schools with little or no prior schooling. Plans are being made for follow-up as part of the MRC's Professional Development Seminar series.

An on-going focus on the "Training of Trainers" and the training of administrators is part of the MRC's strategy to contribute to capacity building efforts within both the LEAs and the states. In this way, both agencies will be developing and using their own considerable human resources to a greater extent than previously possible.

In addition, the MRC will continue its support and sponsorship of the New England Superintendents' Leadership Council: A Consortium for Educating Language Minority Students. Superintendents meet frequently throughout the year in state, regional, and special task groups, in addition to attending the 3-day Summer Institute.

The Leadership Council has become a major MRC activity. While superintendents have set their own agendas, done their own needs assessment and recommended topics and speakers for presentations, the MRC has provided financial and human resources to ensure the success of the superintendents' efforts. Superintendents continue to meet with their State Commissioners,

School Boards and superintendents' organizations; they have made local and national presentations, participated in video productions and enrolled in MRC courses and workshops.

With the MRC's support, the Superintendents' Council has become successful beyond expectation. They applied for and received a Title VII short-term training grant, Project CARES, to expand the Council's activities and continue to recruit new members. The MRC has worked with the EAC to develop evaluation procedures which will realistically reflect the incredible personal, professional and district-wide growth that has resulted from this MRC-initiated project.

With the assistance of the Superintendents' Leadership Council, the MRC has made presentations to superintendents in other parts of the country to encourage them to organize in an effort to improve the quality of their programs for LEP students.

In collaboration with MRC staff, superintendents in Connecticut, Maine and Vermont were active in the development of statewide ESL certification criteria. In Rhode Island and Massachusetts, superintendents participated in the revision of statewide bilingual and ESL certification standards.

For the first time, with the anticipated passage of Vermont's certification recommendations, all six New England states will have ESL teacher certification. Bilingual certification issues are currently under review in Connecticut and Rhode Island.

The MRC continues to serve as a resource to the diverse planning groups throughout the region that have undertaken the

responsibilities inherent in these long-term certification improvement challenges.